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ABSTRACT

This book is the fourth of four volumes in a directory of more than 1,000 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs. This volume focuses on projects concerned with technical assistance, dissemination, parent information, and state improvement. The Technical Assistance and Dissemination program provides assistance and information, through mechanisms such as institutes, Regional Resource Centers, clearinghouses, state and local capacity building programs, and programs addressing systemic-change goals. The Parent Training and Information program aims to support parent training and information centers to carry out activities that meet the needs of parents of children with disabilities living in the area served by the center, including providing information on procedural safeguards under the Individuals with Disabilities Education Act. The State Improvement program assists state educational agencies and their partners in reforming and improving their systems for providing educational, early intervention, and transitional services. Project listings are grouped by funding competition and include contact information and an abstract. Four indexes are provided: a project director index; an organization index; a state index; and a subject index. (DB)

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DISCRETIONARY PROJECTS SUPPORTED BY THE OFFICE OF SPECIAL EDUCATION PROGRAMS UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

FISCAL YEAR 2002

ED 475 041

TECHNICAL ASSISTANCE, DISSEMINATION, PARENT INFORMATION, AND STATE IMPROVEMENT

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THE OFFICE OF SPECIAL EDUCATION PROGRAMS
UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

FISCAL YEAR 2002

TECHNICAL ASSISTANCE, DISSEMINATION, PARENT INFORMATION, AND STATE IMPROVEMENT

PREPARED BY
JEANNE GLOVER, JUDI DECARME, AND RAY ORKWIS
THE ERIC/OSEP SPECIAL PROJECT
ERIC CLEARINGHOUSE ON DISABILITIES AND GIFTED EDUCATION
THE COUNCIL FOR EXCEPTIONAL CHILDREN

IDEAs that Work
U.S. Office of Special Education Programs

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION PROGRAMS
RESEARCH TO PRACTICE DIVISION

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TECHNICAL ASSISTANCE AND DISSEMINATION

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INTRODUCTION

This directory, which is presented in four separately published sections, describes over 1,000 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs, which administers the discretionary programs authorized by the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA). Projects are grouped into four sections representing the seven program areas of IDEA, Part D:

1: **Research, Innovation, and Evaluation** (which covers two programs: *Research and Innovation* and *Studies and Evaluations*)

2: **Personnel Preparation**

3: **Technical Assistance, Dissemination, Parent Information, and State Improvement** (which covers three programs: *Technical Assistance and Dissemination*; *Parent Training and Information*; and *State Improvement Grants)*

4: **Technology and Media Services**

This section of the directory, "Technical Assistance, Dissemination, Parent Information, and State Improvement" presents projects categorized in the following three discretionary programs: *Technical Assistance and Dissemination; Parent Training and Information;* and *State Improvement*. The Technical Assistance and Dissemination program provides technical assistance and information, through such mechanisms as institutes, Regional Resource Centers, clearinghouses, and programs that support states and local entities in building capacity to improve early intervention, educational, and transitional services and results for children with disabilities and their families, and programs that address systemic-change goals and priorities. The Parent Training and Information program aims to support parent training and information centers to carry out activities that meet the needs of parents of children with disabilities living in the area served by the center, particularly underserved parents and parents of children who may be inappropriately identified; and to assist parents to understand the availability of, and how to effectively use, procedural safeguards under the IDEA. The State Improvement program assists state educational agencies and their partners in reforming and improving their systems for providing educational, early intervention, and transitional services, including their systems for professional development, technical assistance, and dissemination of knowledge about best practices, to improve results for children with disabilities.

Within this section of the directory, the projects are grouped within the programs and competitions under which they were funded. Within each competition, the projects are arranged in order from the earliest to the most recent. Access to the project information is enhanced by several indexes, which include:

- Project Director Index
- Organization Index
- State Index
- Subject Index

The information in this directory is also available on the World Wide Web as a searchable database. It is located at: http://ericec.org/osep/search.html

Technical Assistance and Dissemination

84.326A
LINKING POLICY AND PRACTICE AUDIENCES WITH THE 1997 AMENDMENTS OF IDEA

Grant Number: H326A980004

Family and Advocates Partnership for Education

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Beginning Date: 10/01/98
Ending Date: 9/30/03

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Purpose: PACER Center will establish the Families and Advocates Partnership for Education as a strong partnership linking together families, advocates, and self-advocates to focus on the implementation of the Individuals with Disabilities Education Act (IDEA) Amendments of 1997, including Part C. This partnership, representing the needs of 5.8 million children with disabilities, focuses on the target audiences of students receiving special and general education, their family members, and disability advocacy organizations. The goals of the project are: 1) to inform and provide support to families and advocates through a partnership among families and disability organizations; 2) to promote research-based best practices that positively impact the results for children with disabilities in accessing challenging curricula, meeting high expectations, realizing success through ongoing assessment of progress, and increasing the involvement of parents and disability advocates in children's programs; and 3) to maintain effective and efficient networking, marketing, and outreach activities that ensure broad-based understanding of the 1997 IDEA changes and promote proper implementation at the state and local levels.

Method: To achieve the first goal, the project will link with over 1,500 advocacy organizations around the nation representing children in special education as well as those in regular education. A group of 11 core partners will be actively involved in developing a coordinated system of communication to facilitate information exchange, promote networking, leverage resources, and ensure that families and advocates across the nation have a voice in the implementation of the IDEA Amendments of 1997. To achieve the second goal, each core partner will identify strategies to reach underserved and underrepresented families and advocates to ensure that they receive appropriate and up-to-date information on best practices as well as to provide feedback to researchers. To achieve the third goal, the project will provide representation and continual input from families and advocates to the Linking Policies and Practices (LPP) Coordinating Committee. Core partners will identify additional national and community groups, including business partners, who are stakeholders in the education of children to become a part of the partnership and provide outreach to families and advocates. The 11 core partners include: 1) the National Technical Assistance Alliance for Parent Centers, which coordinates technical assistance delivery to all 78 federally funded IDEA parent and information centers, including the Community Parent Resource Centers, in the U.S. through four regional centers; 2) Federation of Families for Children's Mental Health (FFCMH), a national parent-run organization for families of children with emotional, behavioral, or mental disorders; 3) Academy for Educational Development (AED), which operates the National Information Center for

Children and Youth with Disabilities (NICHCY), the National Transition Alliance, the Federal Resource Center for Special Education, the National Institute for Work and Learning, and other projects, which reach over 80,000 parents and advocates annually; 4) the Center for Law and Education (CLE), a national advocacy organization dedicated to improving the quality of education for all children and youth, particularly those from low-income families, which operates three national projects: Title I and School Advocacy Reform Project, Vocational Education High School Reform Project, and Educational Rights for Students with Disabilities; 5) Family Voices, a grassroots national network speaking on behalf of the 12.6 million children with special health care needs in the U.S.; 6) National Down Syndrome Congress (NSDC), which has 600 parent groups in all 50 states and over 10,000 members; 7) National Council on Independent Living (NCIL), which provides information and assistance to more than 450 Centers for Independent Living in every state; 8) National Coalition for Parent Involvement in Education (NCPIE), which is a coalition of over 70 national organizations that have been working together to foster family, school, and community partnerships, and which represents the leaders in regular education and has the potential to disseminate information to 3 million people; 9) National Indian Child Welfare Association (NICWA), which assists American Indian families on reservations and throughout the country and provides information on policies and legislation, training, and technical assistance to all tribes including information regarding schools and IDEA; 10) Fiesta Educativa, which assists Latino and Spanish-speaking families in urban and rural areas; and 11) National Association for Parents of the Visually Impaired, which has members in every state.

Products: An ongoing needs assessment among the core partners will provide continual input from families and advocates. Information will be provided through the latest technology, including a partnership World Wide Web site, e-mail, yearly train-the-trainers conferences on IDEA, standardized curricula, and a toll-free information number for technical assistance to families. Core partners will provide a yearly work plan that outlines a needs assessment, communication strategies with constituents, and an outreach plan to ensure that the needs of underserved and underrepresented families and advocates are heard. Over 1 million families, advocates, and self-advocates have the potential to be reached each year. The project will identify existing databases on best practices and develop a new database on the World Wide Web, and will provide information and linkages for research projects. A team of experts will provide technical assistance for a broad-based media and marketing campaign to promote public awareness of the 1997 IDEA Amendments and improved outcomes for children.

Grant Number: H326A980005

Linking Policy and Practices Audiences with the 1997 Amendments of IDEA: IDEA Local Implementation by Local Administrators (ILIAD) Partnership

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Beginning Date: 10/01/98
Ending Date: 9/30/03

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Purpose: The vision of the ILIAD is three-fold: 1) to provide accurate information related to the successful administration of IDEA '97 to every school/early intervention site in the U.S.; 2) to assure responsive systems are in place for facilitating implementation of IDEA '97; and 3) over the course of the five-year project, to develop a critical mass of school leadership sites implementing effective IDEA and instructional practices for young children and students with disabilities. The eight goals of this project are the following: 1) increase the knowledge of local administrators (primarily principals, local directors of special education and pupil personnel,

early childhood coordinators, superintendents, and curriculum supervisors) about the range of options for meeting the legal requirements of IDEA 97 Amendments and regulations through telecasts, electronic venues, and multimedia packages in at least 7,000 school districts (reaching at least 100,000 administrators); 2) establish a technical assistance/materials development and evaluation process, creating high quality products, explanations of legal requirements, and strategies for enhancing site-based management of IDEA in at least 7,000 school districts; 3) accelerate IDEA knowledge accumulation in and dissemination to at least 4,000 school districts by collaborating with a network of cross-functional teams and IDEA Spotlight Implementation Sites; 4) provide guidance to administrators in at least 4,000 districts concerning school-wide models for implementing IDEA, including recommendations for positive behavioral supports, accommodations, fully supported inclusion, due process procedures, assessment, assistive technology, accessing the general education curriculum, collaboration among general and special educators, interagency fiscal coordination, enhanced family involvement, and other areas; 5) prepare state and local representatives and establish rapid-response systems (including World Wide Web site information and discussion groups, and ultimately at least 6 regional cadres of cross-disciplinary trainers); 6) promote site-based IDEA leadership models with effective administrator/staff leadership, professional development activities, and collaboration among principals and Directors of Special Education and general and special educators in at least 4,000 school districts; 7) develop an IDEA Administrator's Resource Network of at least 100 administrators to match needs with leaders and emerging experts; and 8) assure that models and mechanisms are in place for continual improvement and ongoing support.

Method: The Council for Exceptional Children (CEC), the Council for Administrators in Special Education (CASE), the National Association of Secondary School Principals (NASSP), the Urban Special Education Learning Collaborative (USELC), the National Alliance of Black School Educators (NABSE), the American Association of School Administrators (AASA), and the Council of Great City Schools (CGCS) will work cooperatively with other associations to address the needs of their members and other administrators regarding the implementation of the IDEA Amendments of 1997. Through this partnership, and the relationship with the other Linking Policy and Practices (LPP) Partnerships and the LPP Coordinating Committee, the project will provide local administrators with the knowledge and skills they need to guide implementation of the changes that IDEA '97 requires. The Linking Policy and Practices Coordinating Committee (LPPCC) will: 1) provide technical assistance and develop materials to assure clarity, practicality, accuracy, consistency of messages, and efficient use of resources across the partnerships; 2) provide partnerships with timely information, including information on pertinent research; 3) implement an expert review process reviewing materials for technical accuracy, practicality, and clarity; 4) implement a joint marketing, training, outreach, and dissemination plan; and 5) conduct a communications campaign highlighting the implementation of research-based practices to increases public awareness of effectiveness and outcomes of those practices. To implement the ILIAD, primary and associate partners will form an affiliation of fluid, cross-functional teams to enhance project decision making, problem solving, and resource development. The project goals will be operationalized in the following phases: Phase 1: Developing & Disseminating IDEA Information and Resources; Phase 2: Implementing Responsive Systems; Phase 3: Cultivating Emerging Leadership/Quality & Program Improvement; and Phase 4: Establishing Models for Continual Support and Improvement.

Products: By the year 2003, the project will result in: 1) students with better access to the general education curriculum, 2) special education teachers and other service providers collaborating in an educational environment that is supportive of their needs for both professional development activities and for timely information disseminated in multiple formats, and 3) administrators with information, strategies, and supports to assist them in their roles in implementing IDEA '97. The project includes four major components supporting local administrators' roles in implementing IDEA '97: 1) materials development and information dissemination, 2) the creation of rapid-response systems using cross-association networks through collaboration with six implementation sites, 3) use of multiple electronic linkages, and 4) leadership and capacity development within school districts. The project will provide multimedia materials to every elementary, middle, and secondary school and a substantial number of early intervention programs in the U.S., and create a critical mass of school districts that are

implementing effective, research-based instructional practices. Technical assistance will be provided to individual schools and school districts through a mechanism which allows for site-based management and control: regional cadres of cross-disciplinary trainers will provide technical assistance through satellite broadcasts, World Wide Web site discussion groups, videotape vignettes, on-site consultations, and state, local, and national presentations, with at least one event each quarter throughout years 1-5. It is anticipated that for each project year, one multi-media package, one trifold brochure, and five to eight medium-sized (10-15 page) documents or equivalent will be produced.

Grant Number: H326A980006

Linking Policy and Practices Audiences with the 1997 Amendments of IDEA: Associations of Service Providers Implementing IDEA Reforms in Education (ASPIIRE)

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Beginning Date: 10/01/98
Ending Date: 9/30/03

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Purpose: The vision of ASPIIRE is three-fold: 1) to provide accurate information regarding IDEA 1997 to every school/early intervention site in the United States; 2) to assure that responsive systems are in place for facilitating implementation of IDEA; and 3) over the course of the five-year project, to develop a critical mass of school leadership sites implementing effective IDEA and instructional practices for young children and students with disabilities.

Method: The Council for Exceptional Children (CEC), the National Education Association (NEA), the American Federation of Teachers (AFT), the American Occupational Therapy Association (AOTA), the National Association of Educators of Young Children (NAEYC), the CEC Division for Early Childhood (DEC), the National Association of School Psychologists (NASP), the American Speech-Language-Hearing Association (ASHA), and the American Vocation Association (AVA) will work with other national associations to facilitate the implementation of IDEA and effective instructional practices for young children and youth with disabilities. To implement ASPIIRE, primary and associate partners, building upon their existing resources and established networks, will form an affiliation of fluid, cross-functional teams to enhance project decision-making, problem solving, and resource development. ASPIIRE's goals will be operationalized in the following phases: Phase 1: Developing and Disseminating IDEA Information and Resources; Phase 2: Implementing Responsive Systems; Phase 3: Cultivating Emerging Leadership/Quality and Program Improvement; and Phase 4: Establishing ASPIIRE Models for Continual Support and Improvement. The project will collaborate with other Linking Policies and Practices (LPP) Partnerships and the LPP Coordinating Committee to enhance outreach and widespread dissemination to the 3 million educators and related service professionals throughout the U.S.

Products: By the year 2003, students will have better access to the general education curriculum, and special education teachers and other service providers will collaborate in an educational environment that is supportive of their needs for professional development activities and for timely information disseminated in multiple formats.

Grant Number: H326A000001

The Policymaker Partnership

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Beginning Date: 10/01/00
Ending Date: 9/30/03

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Purpose: The goal of this project is to enhance the capacity of policy makers to act as informed change agents in improving educational results for children with disabilities. The National Association of State Directors of Special Education (NASDSE) will continue the Policymaker Partnership for Implementing IDEA '97, a project that links policymakers as partners working together to contribute to the successful implementation of the IDEA 1997 Amendments, thereby improving educational results for children with disabilities. The project will continue to conduct the four strategic objectives: 1) to develop and implement collaborative processes for the operation of the Partnership Coordinating Committee (PCC) and the Policymakers' Partnership (PMP) that will sustain all partnerships beyond the term of the project; 2) to engage, with other Partnership Coordinating Committee (PCC) members, in a communication/marketing/media campaign that demonstrates positive educational results for children with disabilities based on research and best practices; 3) to develop cross-partner exploration of IDEA issues, capture the interchange in policy-relevant products, disseminate essential implementation information based on research, and meet the identified needs of PMP constituent groups; and 4) to develop and sustain information, technical assistance, and support networks within and across partnerships, including primary partners, supporting partners, linking partners, OSEP, the other IDEA Partnerships, and consumers.

Method: This partnership is operating among associations and other entities so that they can contribute to the successful implementation of IDEA, including Part C. The Policymaker Partnership provides represented constituency groups with research-based information, support, and technical assistance that will assist in: 1) reviewing and revising policies addressing the education of students with disabilities to align them with goals of IDEA '97; 2) developing systems change strategies for implementing IDEA '97 in the context of general education reform; and 3) administering and managing systems change for implementation of IDEA '97 over time in the context of general education reform. The PMP works within and across the other three partnership audiences along with the Coordinating Committee in order to comprehensively assist and support all partnerships. The primary audiences for the Policymaker Partnership are governors, general/special education policymakers, curriculum developers, mental health agencies, university administrators, and faculty who enact legislation, promulgate rules, and/or oversee the implementation of special education and related services to infants, children, and youth with disabilities within school and early intervention programs.

Products: A policy partnership that focuses on the information and technical assistance needs of these key groups will improve implementation of IDEA '97 by focusing policymakers on the impact of policy decisions on students with disabilities. The work of the primary, supporting, and linking partners is pursued through cross-partner communication including, meetings, retreats, electronic communication and response channels, private World Wide Web site links, and monthly print updates.

84.326B
URBAN INCLUSION TECHNICAL ASSISTANCE CENTER

Grant Number: H326B020002

The National Institute for Urban School Improvement: Inclusive Schools - Good for Kids, Families, and Schools

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Beginning Date: 10/15/02
Ending Date: 10/14/07

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Purpose: The mission of the National Institute for Urban School Improvement is to partner with the Regional Resource Centers (RRCs) to develop powerful networks of urban local education agencies (LEAs) and schools that embrace and implement a data-based, continuous improvement approach for inclusive practices.

Method: Embedded within this approach is a commitment to evidence-based practice in early intervention, universal design, literacy, and positive behavior supports. The project will accomplish the following: 1) continuous improvement by increasing knowledge and understanding through evaluation of current practice, change efforts, and impact; 2) research and development, by synthesizing and expanding research in inclusive practices; 3) professional development through regional technical assistance plans and collaborative work with leading urban districts focusing on research-validated practices in early intervention, reading, behavior, and universal design; 4) networking and dissemination by engaging national discourse in urban, professional practice and policy communities on improving educational outcomes; and 5) participatory and multi-method evaluation through engaging sites in examining patterns in the impact of change efforts on the placement and outcomes for students with severe disabilities and their general education peers in participating sites.

Products: The National Institute will be networked to nearly 3,000 professional and family organizations and leaders who focus their efforts on improving outcomes for students in urban schools. Ongoing threaded discussions, Web-based school improvement tools, site-based progress, on-line action research groups, and other networking activities will be hosted on the Institute's World Wide Web site.

84.326C
Projects for Children and Young Adults Who Are Deaf-Blind

Grant Number: H326C990001

The Kansas Project for Children and Young Adults Who Are Deaf Blind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The purpose of this project is to ensure that 125 identified children and young adults (birth through 21 years) with deaf-blindness, their families, and their educators will receive technical assistance and services that reflect effective educational practices in general education and community environments based on identified needs.

Method: The goals of the project are intended to certify children who are deaf-blind; expand the current system of local capacity building through a consultant network; expand interagency transition teams; maintain a trainer of trainers model (birth to five); develop a parent and family network; continue to acquire, develop, and disseminate products that contain proven effective educational service delivery; and maintain an active advisory board. These efforts will be enhanced through the Kansas Improvement Plan for Special Education in collaboration with other agencies responsible for providing services to all stakeholders including various state department agencies, state schools for the blind and for the deaf, local education agencies, and university training programs.

Products: The outcome of these collaborative arrangements will directly impact the lives of students and their families, as well as effect system change at local and state levels that will be documented through an extensive evaluation system.

Grant Number: H326C990002

Technical Assistance and Training for Service Providers of Children with Deafblindness in Delaware

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: This project will address the critical technical assistance and training needs in providing services to infants, toddlers, children, and youth with deaf-blindness throughout Delaware, as identified by families, educational and related personnel.

Method: The project will facilitate activities that will address these goals: 1) Every child with deaf-blindness from birth through 21 years will have access to and information regarding services within Delaware; 2) Families will have knowledge and skills to be equal participants in the educational planning and programming for their children with disabilities; 3) Formal personnel preparation programs will be established within the state to increase the number of teachers and related personnel, qualified and certified, to serve students with deaf-blindness from birth through 21 years, and their families; 4) Direct service personnel, in collaboration with families, will develop, implement, and evaluate appropriate educational plans for children with deaf-blindness that reflect best practices; and 5) The Delaware Program for Deafblind Children's Resource Team will demonstrate skills that reflect current best practices. Activities will include family support groups that will be facilitated by a trained counselor who is the parent of an adult daughter with deaf-blindness. Family coordinators will plan family activities, including single day and weekend trainings. Individual and group training and consultation will be based on needs identified by the families and providers, representing homes, 28 educational settings, and 16 school districts serving children statewide. Accommodations and support services will be identified and provided to ensure equal accessibility and participation.

Products: The project provides support for qualified resource personnel to give systematic and ongoing technical assistance to the classroom staff, administrators, families, and other providers serving the 58 children who are deaf-blind in Delaware. Products will include: weekly resource team reports; training; technical assistance; resource materials; resource library; and newsletters.

Grant Number: H326C990003

New Jersey Technical Assistance Project — "Educational Resources and Support Services on Behalf of Children with Deafblindness"

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: This interagency initiative of the New Jersey Department of Education will coordinate and unify resources to provide inservice support, technical assistance, and other support services regarding the education of children and youth with deaf-blindness. Global initiatives of this project are: 1) the promotion of education in natural environments/inclusive settings that support full participation and citizenship; and 2) the promotion of effective practices based on current research representing areas of identification, assessment, education, and habilitation. These practices include functional peer-referenced curriculum, assistive technology to include augmentative/alternative communication, positive approaches to challenging behaviors, and alternative methods to traditional assessment.

Method: N.J. TAP provides a full range of support services to families as well as personnel from educational programs and/or other service providers. These services include information and resources, technical assistance, and inservice support intended to facilitate the delivery of quality services for infants, toddlers, children, and youth with deaf-blindness and to assure implementation of the Individuals with Disabilities Education Act. The project will promote educational/habilitative technical assistance that is anchored to individual students and their families utilizing a child/family-centered approach that is culturally sensitive and meets individual needs and preferences. The project will coordinate statewide collaborative initiatives regarding the transition of young adults from school to adult life and facilitate systems change on a state and local level through capacity building and the infusion of issues related to deaf-blindness across school reform initiatives. The New Jersey Technical Assistance Project (N.J. TAP) will continue previously established partnerships with the New Jersey Commission for the Blind and Visually Impaired (CBVI) and The Prism Organization, Inc., the statewide organization for families of children with deaf-blindness.

Products: The project will disseminate information and resources regarding research-based practices in education and related issued essential to enhancing the quality of life of individuals with deaf-blindness in newsletters, brochures, parent's guides, network guides, and a World Wide Web site.

Grant Number: H326C990004

Idaho Project for Children and Youth with Deaf-Blindness

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The purpose of this project is to enhance the quality of educational and community-based services for infants, toddlers, children, and young adults in Idaho who are deaf-blind.

Method: The goals of the project include identification of infants, toddlers, children, and youth in Idaho who are deaf-blind; building capacity of families to enhance their children's education and development; increasing the capacity of teachers and other service providers to provide quality educational, transitional, and related services; and creating a process to gain community oversight, coordination, and collaboration at the state and local level. Project activities to support service providers and families include an in-state Transdisciplinary Team and access to other qualified consultants.

Products: Products include a quarterly newsletter; the project's World Wide Web page; fact sheets; a parent resource directory; a video and materials lending library; trainings for teachers, paraprofessionals, and support personnel; and an annual parent conference.

Grant Number: H326C990005

Kentucky Services for Children Who Are Deafblind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The goals of this project are to identify all children in the state who are deaf-blind; to provide training and technical assistance to improve the quality of early intervention, special education, related services, and transitional services; and to enhance the state's capacity to improve outcomes for children ages birth to 21 who are deaf-blind and their families in inclusive environments with programs designed to lead toward full community participation.

Method: The project is an integrated effort by the State Education Agency (SEA) through the Division of Exceptional Children Services (DECS) and the Division of Extended Learning Services (DELS). DECS will provide overall management to assure that local services for children who are deaf-blind are fully integrated in programs that serve students with and without disabilities. Through a collaborative arrangement with DECS, the University of Kentucky Deaf-blind Project will provide identification, collaboration, family support, training, and technical assistance to families, schools, and agencies serving children who are deaf-blind. This project will also closely coordinate with the lead agency in Kentucky for Part C: the Cabinet for Health Services. The project will also work to collaborate with agencies statewide to facilitate systems change efforts for students who are deaf-blind; to provide technical assistance on behalf of students on the Kentucky Deafblind Census in order to improve student outcomes; to coordinate preservice and inservice training regarding deaf-blindness as part of Kentucky's Comprehensive System of Personnel Development and State Improvement Grant; and to coordinate transition planning through person-centered planning processes.

Products: Approximately 168 Kentucky children who are deaf-blind, their families, and service providers across the state will be served through this project. The project will ensure that children and young adults who are deaf-blind have access to high quality education that prepares them for employment and independent living, that infants and young children (birth to three) and their families will receive comprehensive early intervention services, and that best practices are infused into all services to assure that there are improved results for children and young adults who are deaf-blind.

Grant Number: H326C990006

Alaska Dual Sensory Impairment Services

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The goals of this project are the following: 1) to provide technical assistance, training, and information that enhances the early intervention, special education, related services, and transition services needs of children with deaf-blindness; 2) to promote system change through enhancing local and state capacity in improving services for children with deaf-blindness and their families; and 3) to develop and implement procedures to evaluate the impact of the project's activities on services and outcomes for children with deaf-blindness and their families.

Method: This statewide project will provide technical assistance to local education agencies, infant learning programs, families, and others responsible for educating children and young adults with deaf-blindness. Technical assistance will be provided through an array of services including site visits by staff experienced in deaf-blindness; support to attend trainings specifically addressing effective practices in deaf-blindness; promotion of home-school partnerships and collaborative teaming; and access to a parent navigator, an extensive lending library, resources, and information.

Products: Information will be disseminated about dual sensory impairment (DSI) services and deaf-blindness (DB) through a World Wide Web site providing current information about DB, DSI services, and links; a pamphlet and a revision of the current brochure about DB, services, and local and national information; a parent resource handbook revised to update information for newly referred families; a DSI Services newsletter, called Keeping in Touch; and an Usher screening brochure.

Grant Number: H326C990007

Arkansas Project for Children with Deafblindness

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Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Charles Freeman
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Purpose: The goals of this deaf-blind services project include the following: to identify systemic change and school reform objectives; to increase the local capacity to provide appropriate services; to increase parent/family satisfaction; to promote school reform and systemic change; to maintain a state registry of children who are deaf-blind; and to continuously monitor the effectiveness of project activities.

Method: The activities of the project will include collaboration with state and local education agencies, institutions of higher education, service providers, and the state parent groups and other agencies to provide

specialized technical assistance in the areas of quality indicators, identification, alternate assessment, best practices, and other areas of need. Evaluation will consist of follow up with participants, review of Individualized Education Programs, consumer satisfaction surveys, and workshop evaluations.

Products: Products will include a World Wide Web page with links to local and national resources on deaf-blindness, a newsletter, an e-mail distribution list, technical assistance, and training. The World Wide Web page will be available to all service providers and families with Internet access, and mail-outs and newsletters will be available to those persons without Internet access. Distance learning through the use of compressed video will be available statewide through the Arkansas Department of Education and the 15 regional education service cooperatives.

Grant Number: H326C990008

Georgia Deaf-Blind Project

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The goals of this project are to promote systems change; increase local capacity to serve students with deaf-blindness; and provide statewide technical assistance to children with deaf-blindness, their families, and service providers.

Method: The objectives of this project are to: 1) locate and identify children with deaf-blindness and maintain a deaf-blind census (including addressing statewide screening); 2) promote systems change through collaboration with State Improvement Grant activities (in areas such as training, inclusion, parent-school partnerships, and transition); 3) build statewide local capacity (through advisor training, best practice sites, and preservice training); 4) provide early intervention technical assistance and early transition services to infants and young children with deaf-blindness, their families, and service providers (through weekly in-home visits and monthly transition services); and 5) provide technical assistance to children with deaf-blindness, their families and service providers through on-site consultation, trainings, and referrals; provide related services through bimonthly in-home visits; and develop family and sibling groups and networks.

Products: The project will disseminate information through its World Wide Web site, newsletter, monograph production, and its loaner bank.

Grant Number: H326C990009

Indiana Deafblind Services Project: State Technical Assistance and Training Project to Provide Services in Collaboration with Other Providers to Children and Youth with Deafblindness

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Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Charles Freeman
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Purpose: The goal of this project is to improve the quality of technical assistance services and thereby result in more productive outcomes for children who are deaf-blind. The statewide technical assistance project will enhance the communication, education, vocation, and inclusion of the 214 identified Indiana infants, toddlers, children, and youth who are deaf-blind. Match Maker Project: This project consists of a model using interactive media designed to enhance travel and orientation skills of learners who are deaf-blind and have multiple disabilities within contextual environments. By focusing on concerns about travel and orientation for these learners, the project will address the lack of professional training resources pertinent to this population. Project goals will focus on developing, piloting, replicating, and disseminating materials that will provide support for training and decision-making of teams for these learners. A consortium of five states has committed to implementing the goals, objectives, and activities of this project.

Method: The project will provide technical assistance, including site-based consultation, small- and large-group training, and support to Indiana families and service providers. Project objectives and activities include: 1) family/educator partnerships; 2) research-based effective practices in the delivery of technical assistance and training; 3) accountability systems that demonstrate student proficiencies; 4) opportunities for youth to secure meaningful employment; 5) collaboration activities which are capacity building and are infused into state/local systems; and 6) the development and dissemination of materials reflecting effective practices.

Products: The project will develop and disseminate Usher training materials, videotape(s) on special topics in deaf-blind education, newsletters, transition/job development materials, World Wide Web-based course materials on vision and deaf-blindness, and indicators for successful collaboration between special and general education professionals.

Grant Number: H326C990011

Alabama Deaf-Blind Project to Provide Technical Assistance and Statewide Census for Persons Who Are Deaf-Blind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The Alabama Deaf-Blind Project will continue to utilize the strong interagency collaborative foundation established in a previous project and further build on the capacity of state and local agencies to facilitate the achievement of improved outcomes by children who are deaf-blind and their families. The successful completion of project activities will support systemic change and school reform in the state via strong collaborative efforts between the Alabama State Improvement Grant (SIG), local school districts, parents, and service/educational programs.

Method: This project will utilize a multiple track service delivery model to deliver appropriate technical assistance (TA) services across the ages to service providers and parents. The project activities are based on annual need assessments and individual TA requests, and involve strong collaborative efforts among the project, parents, and service/educational programs. All activities are implemented using research-based strategies and techniques. Project objectives will be implemented by a variety of pre- and in-service training activities where effective strategies to work with the targeted population in natural environments are demonstrated.

Products: Products will include such items as procedural manuals, protocols for training/replication, overhead transparencies, CD's, videotapes, and presentation kits utilizing technology tools and best practices/strategies. Products will be user specific with the tools provided ranging from demonstrated strategies to the use of sophisticated technology options, depending on available local resources and TA needs. Project activities will impact all 359 individuals currently on the registry as well as newly identified candidates, all 67 counties in the state, and 131 school districts.

Grant Number: H326C990012

Mississippi Services for Children and Young Adults with Deaf-Blindness

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The purpose of this project is to provide technical assistance activities to approximately 140 infants, school-age and transition-age students, their families, service providers, and support organizations throughout the state of Mississippi. The lack of available preservice training programs with an emphasis on deaf-blindness and state-wide, research-based, effective assessment, programming, and support practices for infants, children, and youth with deaf-blindness necessitates the on-going, specialized technical assistance to families and service providers that this project offers.

Method: Project objectives include: 1) identification of eligible participants and the maintenance of the Deaf-Blind Registry and Census Reports as required by federal agencies, for program planning and evaluation purposes; 2) facilitation of systems change, increasing the state and local capacity to determine needs and provide collaborative services and improved outcomes for individuals with deaf-blindness and their families; 3) provision of an array of technical assistance, training, and information dissemination activities to families and local and state agencies/organizations reflecting research-based practices that result in collaborative assessment, appropriate placement, and a network of support services for children with deaf-blindness; 4) management of project activities for effective and efficient implementation of objectives resulting in improved outcomes for children and young adults with deaf-blindness; and 5) evaluation of the cost-effectiveness and impact of project activities on systems change and increasing state and local capacity to provide services resulting in improved outcomes for children with deaf-blindness.

Products: The overall impact and benefit of the project will be a stronger, cost-effective collaborative assessment and service delivery system for infants, children, and youth with deaf-blindness and their families. Additional benefits will be increased capacity of state and local agencies and organizations to achieve outcomes such as improved educational opportunities, social networking, and community living and employment options for individuals with deaf-blindness.

Grant Number: H326C990013

California Deaf-Blind Services

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Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Charles Freeman
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Purpose: The project will focus on building local and state capacity to work with children (birth through 21) who are deaf-blind and to support their families. This effort will be accomplished within the context of ongoing school reform which promotes integration of services for children and their families. Match Maker Project: The Match Maker project will focus on the use of technology to enhance the dissemination of information on effective practices for individuals who are deaf-blind. The project will assess the assistive technology (AT) needs of young adults who are deaf-blind to facilitate their acquisition of recommended AT. The project will present annual satellite training programs that focus on available AT for all individuals who are deaf-blind, birth through 21. The training will be aimed at teachers, rehabilitation counselors, designated instructional service providers, families, and administrators. The project will develop a model for assessment, application, and acquisition of AT for the target population that can be used both statewide and nationally and will include a synthesis of federal legislation concerned with disabilities.

Method: Because of the geographic size of the target area and the child count, a trainer-of-trainers model is the most effective approach. Pre-linguistic communication training, especially for infants and preschoolers newly identified as deaf-blind, will be targeted as a major need; regional teams will be trained and supported to assist their regions with training in this area. In addition, local teams will be identified throughout the state, each team composed of a family member, an educator, and a Designated Instructional Services Specialist. These teams will participate in six themed trainings. The training will center on one or more of the following identified themes: 1) curricular adaptations based on best practices at the infant/preschool, elementary, secondary, and transition levels; 2) identification of hearing and vision disabilities in high-risk populations; 3) incorporation of technology in the delivery of services and facilitating interaction among stakeholders; 4) use of alternative assessment procedures; 5) development of multi-modal forms of communication; and 6) promotion of service delivery in inclusive settings and natural environments when appropriate. A major goal of California Deaf-Blind Services (CDBS) is to assist families to network and to become effective advocates for their children. To accomplish this goal, CDBS specialists will form clusters of family members throughout the state to help them become better informed and involved in decisions regarding their children. Each cluster will have at least one family member who participated in the training described above. Longitudinal technical assistance will be provided to students whose teams participate in the major themed trainings, and technical assistance will also be provided in urgent situations to families and/or school programs on an as-needed basis. The project will coordinate and collaborate with local and state agencies for relevant services as well as maintain an advisory board.

Products: Resources and materials will be disseminated via the CDBS World Wide Web site, newsletter, electronic listserv, or through collaboration with other dissemination vehicles.

Grant Number: H326C990014

Florida Outreach Project for Children and Young Adults Who Are Deaf-Blind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Charles Freeman
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Purpose: This project will collaborate with state agencies to promote systemic changes for children and young adults who are deaf-blind.

Method: The project will focus on seven objectives. First, the project will focus on increasing the deaf-blind census. Current training will be expanded to a training schedule of three two-day workshops per year, to include an annual collaborative team training institute, which will be a series of four two-day trainings to teams, including family members who are working together to improve early intervention, education, or transition of children and young adults who are deaf-blind. Technical assistance will be provided to educators and providers using a person-centered collaborative teaming approach, improving the quality of IEPs to effect better programs. An annual retreat will be conducted as well as a family network and parent information nights in more remote areas of the state. The project will assist the Florida Network on Deaf-Blindness (a consortium of agencies, family members, and persons with disabilities) to form a network of self-advocates, which will include high school-age students. The project will further collaborate with the Part C early intervention providers and the Centers for Autism and Related Disabilities, a consortium of six university-based centers. Finally, the project will use a variety of measures to ensure quality services and to measure systemic and individual changes that result from the project's services.

Products: The project will provide information and referral services through maintaining a resource lending library, publishing newsletters and quarterly updates, and collaborating with minority organizations to ensure language and cultural accessibility.

Grant Number: H326C990015

The New England Center: A Deafblind Technical Assistance Project

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: This project will build and strengthen a collaborative system that enables infants, children, and youth who are deaf-blind to participate meaningfully in their homes, schools, and communities in Connecticut, Maine,

Massachusetts, and New Hampshire. Match Maker Project: This project is a model that combines the goals, resources, and expertise of the New England Center and Massachusetts Department of Education to assure that children who are deaf-blind have equal access to quality educational services. The model will demonstrate a method to provide inexperienced educational teams with technical assistance to develop deaf-blind communications strategies with five children of different ages and their families. The strategies will be evaluated for child change and increased teacher knowledge. Quality indicators of good educational plans and programs will be identified. The model will be developed, implemented, and replicated through a procedure manual and training activities.

Method: Technical assistance objectives aim to better meet the needs of the 388 identified children, ages birth to 22, in over 240 programs in the four states. Technical assistance will include: child identification; inservice training; workshops; evaluations; on-site consultation; resources; parent groups; disability organizations; working with state and local agencies; and working with the business community.

Products: The project will develop strategies on communication, behavior, transition planning, curriculum development, or parent advocacy; materials; and processes that will be used in a variety of educational settings. All training packets and videos will be made available to general education teachers, special education teachers, families, and graduate students and faculty from universities. The project will have a resource library and a World Wide Web site.

Grant Number: H326C990016

Tennessee Technical Assistance and Resources for Enhancing Deaf-Blind Supports

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The project responds to the need for providing technical assistance to enhance the capacity of state-level agencies/systems, regional resource directors, local agency directors/administrators, direct support providers, and families to provide research-based, effective practices in appropriate assessment, placement, and support services for all children and youth who are deaf-blind in the state of Tennessee.

Method: The first goal of Tennessee Technical Assistance and Resources for Enhancing Deaf-blind Supports (TREDS) is to promote positive systems change for providing appropriate services for children and youth who are deaf-blind within the state of Tennessee. The focus of efforts will be ongoing networking and collaboration with policy makers and administrators from the state education agency (SEA), local education agencies (LEA), and advocacy and service agencies to increase the knowledge and understanding of these individuals related to key issues in translating research-based, effective practices into appropriate support strategies for individuals who are deaf-blind. The second goal directly addresses the issue of building local capacity to provide and expand appropriate services for children and youth who are deaf-blind. The focus will be on providing training and disseminating information to continually expand the capacity of families, professionals, paraprofessionals, and others to use research-based, effective practices across school, home, and community settings. TREDS personnel will also work to identify key support strategies that can best be implemented to improve the quality of life experienced by people with deaf-blindness. The third goal is to provide technical assistance, individualized support, and training to families, caregivers, educators, and related service providers.

Products: The project personnel will work to document outcomes that will allow for accountability for project objectives (summative evaluation) and the ongoing development and refinement of project activities (formative evaluation). A variety of means will be used to document the timely attainment of TRED's objectives, each tailored to the specific goal and activities.

Grant Number: H326C990019

Hand in Hand in Hand

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The project Hand in Hand in Hand will build capacity to ensure success for all infants, young children, students, and youth who are deaf-blind or at-risk for deaf-blindness, in the context of schools and communities. It will ensure early and accurate identification of infants and children, support families through educational planning, enhance local capacity through training and technical assistance, and continue and expand partnerships with other agencies serving individuals who are deaf-blind.

Method: Regional training will be given to early intervention and early childhood service providers, who will be provided with materials about screening and identification of sensory impairments. Families will be supported through involvement in educational planning, access to training opportunities related to the most effective practices in deaf-blind education, family-to-family support, and access to information updates and other dissemination activities. Local capacity will be enhanced through inservice and preservice training and technical assistance programs for educators and service providers of children with deaf-blindness. The project will maintain and expand partnerships with local transition agencies and teams, the statewide early intervention and early childhood technical assistance agency, and other state agencies.

Products: The project will continue the results of previous programs by impacting agencies, providers, parents, and children through training, dissemination, and partnerships. The Hand in Hand in Hand Project will work collaboratively with other entities in the state and is included in statewide technical assistance plans. Project family liaison will continue to be instrumental in disseminating materials connected to the project.

Grant Number: H326C990020

Texas Deaf-Blind Project: Technical Assistance for Children Who Are Deaf-Blind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: This project of the Texas Education Agency will expand the effectiveness of the Texas Deaf-Blind Project by creating 20 regional networks throughout the state.

Method: Staff of the centralized Texas Deaf-Blind Project will train and support the 20 regional networks while continuing to lead and coordinate statewide efforts to implement systemic change, provide training, and support families in collaboration with national, state, and regional systems. The project will implement ongoing evaluation procedures to assess the impact of its activities on services and outcomes for children and their families. The project will continue to compile and analyze an annual census of all children and youth with deaf-blindness.

Products: The project will lead statewide efforts to implement systems change and will provide training and support for families in collaboration with national, state, and regional systems. Project efforts will increase the number of local service providers and parents in Texas with expertise in deaf-blindness. Use of a new technical assistance model will provide assistance close to home and with greater frequency than has been possible with previous models. The project will produce and disseminate materials on deaf-blindness in a variety of accessible formats.

Grant Number: H326C990021

Project for Children and Young Adults Who Are Deaf-Blind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: This project will build the capacity of state and local agencies to facilitate the achievement of improved outcomes for children who are deaf-blind, ranging in age from birth through 21 years and their families. The project will provide technical assistance, information, and training that will address the early intervention, special education, related services, and transitional service needs of the identified population and enhance state capacity to improve services and outcomes for these children and their families.

Method: Early intervention services provided by the project will include home visits and the coordination of services and agencies. Consultative services and preservice and inservice training will be provided to professionals, paraprofessionals, families, and others who play a direct role in the lives of persons with deaf-blindness. A state resource lending library will be established and maintained for families and professionals currently working with persons with deaf-blindness. Specialized instruction will be provided to caregivers who are interested in developing inclusive, model, and community-based programs.

Products: Benefits from this project will include increased services for all identified persons with deaf-blindness; an increased emphasis on assessment activities that comply with federal regulations; greater concentration on home and community services; improved techniques for serving individuals with deaf-blindness and improved services; assistance to persons with deaf-blindness in making the transition from segregated to inclusive educational settings, from educational to vocational settings, and from educational to community settings in the least restrictive environment.

Grant Number: H326C990023

Utah Deafblind Project

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: Since 1996, Utah has been engaged in statewide systems change and school reform as a result of a legislatively mandated State Plan for Children and Youth with Dual Sensory Impairments. This plan resulted in a system of services with an intense service delivery pattern that directly impacts every child and youth (ages birth through 21 years) with deaf-blindness and their families in Utah. Because of this intense service pattern, the need for training and technical assistance in Utah has increased dramatically. This project will address the need for training by increasing and expanding the activities of the Utah Deafblind Project.

Method: The objectives of this project are: 1) build and maintain collaborative interagency relationships on a local, state, and national level which will build capacity and effect system change; 2) provide technical assistance, information, and training to families of children and youth with deaf-blindness that will enhance their ability to fulfill their critical and expanded role in the development and education of their children; 3) provide technical assistance, information, and training to Early Intervention Part C service providers, Part B teachers and related service personnel, Interveners, and others serving children and youth with deaf-blindness; 4) use technology to increase the availability and effectiveness of technical assistance, information, and training to families and service providers throughout the state, particularly in rural areas; and 5) develop and implement procedures to evaluate the impact and effectiveness of project activities.

Products: The project will develop products that will effectively support all training and technical assistance activities to families, service providers, administrators, and other interested entities. A deaf-blind curriculum manual will be developed and disseminated. Curriculum materials will be supported by videotapes, CD-ROM programs, and printed materials.

Grant Number: H326C990024

South Carolina Interagency Collaboration for Education of Children and Young Adults Who Are Deaf-Blind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: This project of the South Carolina Department of Education will build capacity in the state to ensure that high-quality, sustained services are provided to children and youth with deaf-blindness and their families in a natural environment and, to the extent possible, in the regular education curriculum. The project will identify students and their needs and design appropriate early intervention, special education, and related and transition services. This comprehensive statewide system will facilitate achievement of improved outcomes for children

by increasing the knowledge and skills of their families, teachers, and other service providers and effecting systems change through interagency coordination.

Method: The project will conduct and maintain the Deaf-Blind Census in South Carolina and use the information to better serve constituents in the state. The project will provide technical assistance in multiple modalities, including training and follow-up support, on-site assistance, peer coaching, and dissemination of materials. Training and technical assistance provided to families and professionals will be research-based and structured to incorporate what is known about adult learning and staff development. The project will coordinate services across agencies, to result in systems change that will facilitate smooth transitions from early intervention programs to preschool and from school to adult life.

Products: The project will continue to build the capacity within the state to ensure that services are provided to children and young adults with deaf-blindness and their families through the implementation of research-based, effective practices to assure that appropriate assessment, placement, and support services are available to these students. The project will develop and disseminate materials on identification, communication, assessment, and transition and it will offer a certification course on communication for individuals who are deaf-blind.

Grant Number: H326C990026

Washington State Services for Children with Deaf-Blindness

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: Washington State Services for Children with Deaf-Blindness will provide statewide technical assistance, information, and training to support families and professionals serving children and young adults, birth through 21, who are deaf-blind or are at risk of being identified as deaf-blind.

Method: The project will provide information about deaf-blindness, effective practices, and resources for children and youth who are deaf-blind. It will provide counseling, technical assistance, support, networking, and training for families to empower them to address their needs and those of their deaf-blind children. The project will increase statewide capacity for service provision to students with deaf-blindness through collaboration with other public and private agencies and programs.

Products: Through the project, services within the state of Washington will be enhanced and made more comprehensive for families of children with deaf-blindness. Products and effective practices will be disseminated through a newsletter, informational mailings, and training activities which specifically address deaf-blindness. Over 150 children with deaf-blindness, their families, and service providers will be affected by this project.

Grant Number: H326C990027

Illinois Deaf-Blind Services

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: Project Reach of Illinois Deaf-Blind Services will provide technical assistance, information, and training to address the early intervention, special education, related services, and transitional services needs of children with deaf-blindness and it will enhance state capacity to improve services and outcomes for children and their families. Technical assistance will help service providers more effectively deliver special education services; inservice training will help paraprofessionals facilitate parental involvement; and training will be done to help promote the integration of children with deaf-blindness into inclusive educational situations. Services will be coordinated with other state agencies responsible for providing services to children who are deaf-blind.

Method: Project Reach will support the activities of four deaf-blind specialists who live and work in different areas of the state. They will work with local school programs and community service providers and families to identify and provide technical assistance to children and youth, birth to 21 years. Technical assistance will be provided in such areas as functional curriculum, communication skills, behavior management, sensory information, orientation and mobility, transition, inclusion, and instructional best practices.

Products: Through the project's technical assistance and training, the state will gain an increased capacity to improve services and outcomes for children with deaf-blindness and their families. The project will help with the development and operation of effective local programs for these children and with the implementation of research-based, effective practices that result in appropriate assessment, placement, and support services throughout the state. Parents, special education personnel, and community service providers will be informed about the special issues of deaf-blindness through materials and presentations at statewide conferences.

Grant Number: H326C990029

Arizona Deaf-Blind Project and Match Maker Project

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The Arizona Deaf-Blind Project will provide technical assistance, information, training, and support throughout the state to families and staff of children, birth through 21 years, who are deaf-blind or at risk of being identified as deaf-blind. Project staff will collaborate with key service providers to assist them in

developing knowledge and skills, based on current research and improved practices, to be able to effectively serve children who are deaf-blind. Project services will focus on early intervention, special education, related services, and transition services to assist parents and providers to meet the needs of these children. Match Maker Project: This project will provide workshops as an opportunity for the American Indian families on the Arizona Deaf-Blind Registry to learn alternative and effective strategies to access special education services. The project will use the services of EPICS (Education for Parents of Indian Children with Special Needs), a parent training and information center for American Indian Families. Topics at the workshops hosted by EPICS will provide participants with strategies for acquiring the support and technical assistance that will lead to child change. Anglo American service providers for these families will also be invited to the workshops as an opportunity to learn of the cultural conflict that the American Indian families confront. EPICS will provide parents and service providers with written materials that describe specific strategies to access special education services. Results of the workshops will be disseminated through the project's newsletter and on its website.

Method: Project staff will collaborate with state and local agencies to identify, refer, and follow children with deaf-blindness from birth through 21 years. The project will work to strengthen services to parents and families and provide them technical assistance and training to increase their knowledge of and skills in developing effective strategies and to build local capacity in serving children with deaf-blindness.

Products: The project will work to ensure the identification of all children who are deaf-blind or at risk of being identified as deaf-blind. It will ensure that families and staff are empowered to advocate for these children, that the staff will be skilled in delivery, that the local capacity to serve children will be strengthened, and that the collaborative vested interest with agencies will be enhanced.

Grant Number: H326C990030

Colorado Services to Children with Deafblindness

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: This project will provide information (e.g., lending library and fact Sheets), technical assistance, and support specific to Colorado learners who are deaf-blind, their families, and service providers.

Method: The project has six major objectives: They are: 1) employ a system of identification and referral; 2) develop and maintain regional expertise of parents and service providers; 3) deliver statewide technical assistance that supports community involvement and high student achievement; 4) offer transition support services; 5) provide opportunities for family networking and support; and 6) utilize input from an advisory committee to plan, develop, and implement services.

Products: The project will disseminate a newsletter, fact sheets, brochures, and training modules.

Grant Number: H326C990031

Vermont Project for Children and Youth with Deaf-Blindness

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The mission of this project is to increase the capacity of Vermont's state and local agencies to facilitate the achievement of improved outcomes by children with deaf-blindness and their families to live, go to school, play, work, and have friends in their communities. Match Maker Project: The project will expand the capacity of state and local educational agencies beyond the state project's capacity in collaboration with the Match Maker agencies (University of Vermont and the Center for Deaf and Hard of Hearing) to effectively serve children who are deaf-blind by developing, implementing, evaluating, and disseminating new approaches for training educational and related services providers and delivering services. The project will design and implement models for training speech and language pathologists, interpreters and educational interpreters, physical therapists, and occupational therapists, all of whom will work with students who are deaf-blind. It will design and implement a model for inclusion of children and youth who are deaf-blind in state assessments and continue collaboration and coordination with relevant agencies, organizations, and families to promote service integration and systemic change.

Method: The project has the following six goals: 1) identification of children and youth who are deaf-blind and maintenance of demographic information for program planning and evaluation purposes; 2) provision of technical assistance to families, service providers, and administrators in the implementation of research-based, effective practices resulting in appropriate assessment, placement, systemic change, and school reform; 3) maintenance of assessment of current needs to determine priorities for technical assistance; 4) ongoing coordination and collaboration with all relevant agencies and organizations to promote service integration and systemic change that includes children with deaf-blindness in natural environments and inclusive settings, and ensures availability of specialized support services; 5) dissemination of information to families and service providers; and 6) evaluation of impact on services and outcomes for children and their families, and on increasing state and local capacity to provide services and facilitate improved outcomes to children and youth, their families and service providers at all levels, including early intervention, special education, related, and transitional.

Products: A variety of conventional and technologically oriented products will be developed to support project outcomes. Project brochures, informational brochures and other printed publications on specific topics (e.g., Usher Syndrome, communication), events (training opportunities or conferences), and suggested practices will be developed to focus audiences on improving services and opportunities for students with deaf-blindness. The project's World Wide Web site will provide alternate access to the same information provided in print. Videotapes of training opportunities will be available through the project's lending library.

Grant Number: H326C990033

The Center for Development & Disability Project for New Mexican Children and Young Adults Who Are Deaf and Blind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: This project will provide a comprehensive statewide system of technical assistance, information, and training that increases local capacity and fosters statewide systemic changes for families and service providers of children and youth who are deaf-blind, to ensure the development and implementation of functional educational plans. Match Maker Project: The Center for Development and Disability (CDD) will develop, demonstrate, and evaluate an innovative Web-based course for families, service providers, and others that will enable them to learn necessary content information as well as collaboration and problem-solving skills necessary to provide meaningful education opportunities to children and youth who are deaf-blind. The Match Maker Project will allow the demonstration of training that is on-going and reflects the heterogeneous makeup of learners who are deaf-blind. Families and service providers will be grouped into interdisciplinary teams of approximately 10 people and be taught case tutorials with a problem-based learning approach. Participants will discuss the delivery of appropriate services, alternative assessments, inclusion of students in natural settings, positive behavior supports, and transition issues. Selected sites will be trained for replication of the model in the final year of the project and broad dissemination and replication are expected.

Method: Specific training and technical assistance will be available for educational teams, including parents, who wish to develop and implement functional educational plans for specific children who are deaf-blind. Training modules will be developed containing resources and team assignments. Final educational plans will be sent to the project with action plans describing implementation. Children's progress will be monitored to determine the degree of the implementation of the plan. One-day and two-day retreats will be conducted for the purposes of sharing successes and ideas. Capacity will be built as local teams work through modules and share with other teams.

Products: About 20 families and their educational teams will participate in this specific training and technical assistance. Training modules will be developed, disseminated, and then replicated by local school districts and on a national level. Families and service providers through the state will have several ways to obtain information including a toll-free number, an interactive World Wide Web site, information packets and resources, World Wide Web site links, and face-to-face technical assistance in communities.

Grant Number: H326C990034

Hawaii Project for Students Who Are Deaf-Blind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The project will support schools, districts, and families in developing supports and improving services to students who have deaf-blindness.

Method: The project's goals will be achieved through the provision of technical assistance and training to improve supports and services in the following areas: 1) meaningful evaluations and assessments of children who are deaf-blind or are suspected of being deaf-blind; 2) appropriate programming in communication/social skills development; and 3) effective transition supports for students who are moving from school to post-school opportunities. The project will coordinate the activities of the seven school districts within the Hawaii Department of Education's Special Education Section. The project will be a key participant in interagency activities promoting the coordination of the State of Hawaii's services for the deaf-blind.

Products: The project will serve over 40 teachers and educational assistants, 50 related services personnel, 20 parents, and 20 school and district administrators each year. The project's products include training manuals and informational packages which are distributed to participants in workshops and other training activities. The project will also purchase, assemble, and disseminate materials on deaf-blindness for parents, teachers, other professionals, community agencies, and the general public.

Grant Number: H326C990035

North Dakota Deaf-Blind Services Project

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: This project will provide technical assistance and support to parents, families, and service providers of children and youth with deaf-blindness. The goals of the project are to: 1) coordinate services and collaborate with existing statewide service agencies and personnel; 2) strengthen local capacity of reservation and rural communities to meet unique needs of children with deaf-blindness; 3) refine and/or expand identification services; 4) expand the operation and services of the North Dakota Statewide Technical Assistance Team (STAT); 5) enhance and maintain a cohesive system of capacity building for North Dakota service providers and families of children and youth with deaf-blindness; and 6) sustain a cohesive system of information dissemination for service providers and families of children and youth with deaf-blindness.

Method: The project will be directed by the North Dakota School for the Deaf (NDSD) and implemented by staff at the NDSD and North Dakota Vision Services/School for the Blind. Sustainability of services and

significant statewide capacity building will be ensured through embedding the project within the existing structure of agencies with statutory mandate. Project staff will collaboratively work with agencies and personnel who provide service to students with deaf-blindness. This collaboration will result in cooperatively sponsored training and technical assistance, which will maximize available resources and eliminate duplication of services. A systemic child find effort will identify students with deaf-blindness who are not currently receiving benefit from the project's services. STAT members will help families and other providers implement empirically validated instructional strategies.

Products: The project will develop resource materials for preservice and inservice training to more fully build statewide capacity for services for students with deaf-blindness. The project will impact over 50 students with deaf-blindness (ages birth through 21), 100 parents and other family members, and over 300 service providers. The project will result in students receiving quality services, parents and family members becoming more active advocates and decision-makers, and service providers becoming more skilled in educating students with deaf-blindness.

Grant Number: H326C990036

West Virginia Services for Children Who Are Deafblind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: This project will improve special education, related services, and quality of life for children who are deaf-blind in West Virginia.

Method: The objectives of this project are to: 1) identify all children who are deaf-blind; 2) establish a strong early intervention program; 3) increase family participation; 4) provide an array of technical assistance to enhance skills; 5) increase postsecondary options and readiness with regard to adolescent transition; 6) disseminate project information; 7) facilitate on-going coordination and collaboration with other partners in the delivery of services; and 8) establish and maintain an advisory committee to assist in evaluating and promoting project activities.

Products: Training and conferences will be developed for families of children with deaf-blindness and service personnel. A lending library will be maintained for teachers, service personnel, and administrators to have access to videotapes, books, and other resources about serving children who are deaf-blind.

Grant Number: H326C990037

Oklahoma Deaf-Blind Technical Assistance

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The Oklahoma State Department of Education (OKSDE), in cooperation with the University of Oklahoma, will provide technical assistance, training, and information to approximately 150-170 children and youth with deaf-blindness, their families, and educators and providers serving them throughout Oklahoma.

Method: The project has nine major goals: 1) facilitate collaboration of interagency training and technical assistance efforts to families and those who serve 0- to 3-year-olds with deaf-blindness in their natural environments; 2) provide training and technical assistance efforts to families, professionals, and paraprofessionals serving school-age students with deaf-blindness; 3) provide training and technical assistance to families & providers serving 14- to 21-year-olds with deaf-blindness as they transition from school to adult life; 4) facilitate collaboration and partnerships among state agencies, federal projects, local education agencies, and other organizations involved in the provision of services to children with deaf-blindness and their families; 5) build state/local capacity to facilitate the achievement of improved outcomes for students with deaf-blindness and their families; 6) assist in the state/local systemic-change goals and school reform related to programs for children with deaf-blindness; 7) identify, place, and follow 0- to 21-year-old children and youth on the Oklahoma Deaf-Blind Census; 8) improve dissemination of information regarding exemplary practices for persons with deaf-blindness; and 9) evaluate impacts of the project activities on services and state/local capacity to improve outcomes for persons with deaf-blindness.

Products: The overall impact and benefit of this project will be a stronger/cost-effective service delivery system of training and technical assistance for families and service providers who serve students with deaf-blindness. Additional benefits will be improvements/increases in: 1) qualified personnel; 2) opportunities for education within natural/least restrictive environments; 3) numbers of students with effective communication systems; 4) family involvement; 5) identification/tracking system; 6) better collaboration among agencies; and 7) dissemination of information regarding exemplary practices.

Grant Number: H326C990038

The Minnesota Deaf-Blind Technical Assistance Project for Children and Young Adults Who Are Deaf-Blind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: This project focuses on educating parents, teachers, service providers, and administrators about the unique communication and learning needs of students who are deaf-blind and the necessary instructional delivery accommodations.

Method: The project's team is composed of an educator, a parent, and a developmental pediatrician. Their combined perspectives provide an innovative, holistic approach for students, families, and providers. The activity areas that the project will address include: 1) technical assistance; 2) family support and training; 3) systemic change efforts; 4) demographic information; 5) innovative product development; 6) research-to-practice initiatives; 7) regional/local capacity building; and 8) evaluation of change and impact. The project will also address early childhood and transition.

Products: The project will develop training and materials that address the complexities and interdependence of the medical events and developmental milestones involved in deaf-blindness. The project will also develop manuals, brochures, and newsletters.

Grant Number: H326C990040

Tools for Effective Teams: Supporting Inclusive Futures for Students with Deaf-Blindness

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: This project will provide innovative technical assistance and training services to early intervention, special education, related services and adult service personnel and families in order to achieve meaningful developmental, educational, vocational, and life outcomes for children and youth with deaf-blindness. Match Maker Project: The Match Maker project will enhance the capacity of teachers, family members, related service personnel, and administrators in rural schools in Montana through the provision of ongoing child-centered training and technical assistance to collaborative local teams in rural schools. The project will augment the services offered through Montana's deaf-blind grant by providing a more intensive format for individual student planning teams to develop comprehensive plans to support students with specialized needs (transition planning, positive supports for challenging behaviors, communication systems, curriculum adaptations, and inclusion) and severe disabilities in inclusive school settings. The project is built around the Individual Student Planning Process (ISPP) model developed in Vermont. When the ISPP model is introduced as part of a training institute, school teams are taught both "how to effectively work together" to design comprehensive programs for students with disabilities and "specific planning procedures" that ensure that a student's program is based on current standards of best practice. Five rural teams, focusing on five students, will be recruited to participate in a three-day training institute that will introduce school-based teams to this process.

Method: The project's technical assistance and training services will augment direct services already in place through Part C and Part B of IDEA and adult services for people with disabilities. By increasing awareness and knowledge of best practice for children and youth with dual sensory impairments, the project will accomplish the following: 1) increase the early identification of children with deaf-blindness; 2) enhance the ability of early intervention school (regular and special education), related service and adult service personnel and families to support and educate children with dual sensory impairments in achieving high standards in inclusive settings as

appropriate; 3) expand the special resources needed by personnel and families in rural areas; 4) amplify and reinforce collaboration across early intervention programs, child care/preschool programs, schools, parent support programs, and health and human service agencies at both local and state levels; 5) build local capacity; and 6) enhance natural supports.

Products: The project will directly impact 75 families who have children with deaf-blindness, 300 early intervention service provider, educational and related service personnel, and 50 adult service providers involved with transitional services.

Grant Number: H326C990042

Missouri Deaf-Blind Technical Assistance Project

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: This project will continue and expand Missouri's services to individuals who are deaf-blind and their families by strengthening partnerships, coordinating service networking, and providing systematic training to build local capacity for identification, early intervention, education, transition, related services, and family support.

Method: This project is statewide in scope and will provide technical assistance to 200 identified infants, toddlers, children, and youth with deaf-blindness and their families. Interagency team collaboration will be conducted with state, local, public, and private agencies currently serving or having the potential to serve individuals who are deaf-blind. The project scope will be achieved through six major objectives: 1) assist local and state agencies in the identification and tracking of infants, toddlers, and youth with deaf-blindness to enhance services; 2) provide an array of technical assistance activities that increase family support services, parent involvement, and parent networking; 3) provide to service providers an array of technical assistance and training activities that improve services and outcomes; 4) strengthen the statewide interagency collaboration model designed to build local capacity and to facilitate systems change; 5) implement a dissemination plan which includes information about the project, teams, effective practices, and materials developed by the project; and 6) evaluate and measure impact and benefits to children with deaf-blindness, their families, and their service providers.

Products: The outcomes of this project include: continuation of state and local interagency teams (task forces), expansion of mentor teams to serve as statewide resources, development of a parent-to-parent network, development of regional employment teams, and development of team handbooks and a train-the-trainer manual.

Grant Number: H326C990043

GLARCDBE Technical Assistance for Children Who Are Deafblind and Their Families in Ohio and Wisconsin

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The University of Dayton, in conjunction with the Wisconsin Department of Public Instruction, will provide services to children (ages birth through 21) who are deaf-blind. Match Maker Project: This supplemental project will demonstrate the effectiveness of an integrated assessment model for students with deaf-blindness. The project will integrate four assessment strategies into a comprehensive assessment to be conducted at five sites in Ohio and Wisconsin for each of the four years of the project, and it will measure the effects of an integral model on educational variables: functional assessments of vision, hearing, behavior and communication, and curriculum. The model, called the Integrated Functionally Based Assessment Protocol, will demonstrate that when all four components are employed for a particular student, and the data integrated into one comprehensive report and set of recommendations, improved educational benefits for students with deaf-blindness will result in three areas. Those areas are quality of IEP, amount of skill acquisition, and the amount of physical and social integration. Once the model is demonstrated, the project will produce user-friendly how-to manuals and a training video for replication in other sites and states, and for eventual publication and national dissemination.

Method: The Great Lakes Area Regional Center for Deafblind Education (GLARCDBE) will conduct the following work to meet the needs of children who are deaf-blind: 1) facilitate systemic change through the inclusion of students with deaf-blindness by supporting the work of the Ohio State Improvement Grant project, supporting Wisconsin's efforts to develop a SIG project, and supporting both states' efforts in school reform; 2) provide services to state and local educational programs that enhance their capacities both to improve services to families and maximize the effect of educational programs on these students; 3) provide technical assistance (e.g., consultative services), information, and training to families and educational providers serving children with deaf-blindness, and facilitate social involvement with their family, school, and community; 4) maintain a registry of information about children with deaf-blindness that contains basic demographic information and information about their families, their educational programs, the level of hearing and vision loss, etiology, school placement, living arrangements, and race/ethnicity, and assist programs in planning and evaluation of services provided; 5) conduct on-going needs assessments in Ohio and Wisconsin in order to set the work agenda for the project; to inform the state, intermediate, and local educational agencies of these needs; and to shape policy at the state and federal levels through raising the awareness of decision makers of these needs; 6) evaluate the impact of the services provided by this project directly on the students with deaf-blindness and their families by assessing the coverage of the services of the project, the resulting changes in systems, and skills of educational and related services personnel, and the effects of those changes on children's behaviors, skills, and quality of life; and 7) facilitate continual coordination and collaboration among state, intermediate, local educational agencies, and other agencies that provide related services to this population, in order to share information and integrate efforts at systemic change to benefit students with deaf-blindness.

Products: The most innovative element of this project is the implementation of the Deafblind Technical Assistance Plan (DBTAP). Successful implementation of DBTAP will provide a model for other technical assistance providers to use in providing efficient and highly effective technical assistance, training and information

resources. In addition, GLARCDBE will expand a current distance learning project through Internet courses covering topics useful for parents and related service providers. GLARCDBE will also provide resources and information to families.

Grant Number: H326C990044

Nevada Dual Sensory Impairment Project

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Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Charles Freeman
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Purpose: This project will improve the early intervention, educational, and related services provided to children who are deaf-blind.

Method: The purpose of the project will be achieved through these activities: 1) continue ongoing identification of children and youth who are deaf-blind, infants with dual sensory impairments, and children who have Usher syndrome; 2) develop and implement a process to deliver support, training, and technical assistance to families and service providers, including paraprofessionals, to ensure as well as to improve the quality of educational and developmental programs for children who are deaf-blind; 3) increase in-state expertise of professionals and families in providing services to children and youth; 4) develop and implement a process to gain community oversight and to coordinate and collaborate with various local, state, and national agencies; 5) develop and disseminate project materials and resources to individuals and agencies; and 6) evaluate all project activities.

Products: Products developed by this project include: Usher syndrome trainings; trainings for families, service providers, and paraprofessionals; an annual parent conference; a quarterly newsletter; information dissemination and technical assistance on topics such as problem behaviors and inclusive education; maintenance of the project lending library; a World Wide Web site; and parent-to-parent and teacher-to-teacher support networks.

Grant Number: H326C990045

Pacific Partnerships for Deaf-Blind Technical Assistance Services

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Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Charles Freeman
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Purpose: The project will provide intensive technical assistance (TA) services to enhance the ability of state and local educational agencies to provide appropriate educational placements, accommodations, environmental adaptations, and support services. Also, TA will focus on the provision of early intervention, special education, and

related and transition services to improve outcomes for all children who are deaf-blind. Match Maker Project: This project is intended to expand the capacity of state and local educational agencies throughout the outer Pacific Ocean region. The goal of the project is to provide information, training, and technical assistance on research-based, effective practices that result in culturally appropriate strategies on transition services for all children who are deaf-blind in the outer Pacific. The processes employed by the project to identify, plan and implement research-based, effective practice will serve as a model for any state providing services to transition-aged young adults who are deaf-blind and who live in rural and remote areas with culturally diverse populations.

Method: The project has the following eight goals: 1) provide information, training, and TA on research-based, effective practices that result in culturally appropriate strategies for identification, assessment, placement and support services; 2) enhance state and local capacity to improve services and outcomes; 3) facilitate systemic change and collaboration with state and local school reform efforts; 4) maintain basic demographic information for program planning and evaluation; 5) maintain an assessment of current needs of jurisdictions to determine priorities for TA, for children who are deaf-blind from birth to 22 years of age; 6) develop and implement procedures to evaluate the effectiveness of the project; 7) facilitate ongoing collaboration with state and local education agencies and other relevant agencies/organizations responsible for providing services for children who are deaf-blind; and 8) establish and maintain an advisory council to assist in planning, developing, implementing, and evaluating project activities. The project will utilize new strategies such as developing Participatory Action Teams, utilizing on-line teaching and learning tools and processes, enhancing the work of Interagency Leadership Councils, and developing culturally appropriate processes to empower and support families and consumers. Family members and consumers will be involved in all aspects of project development, implementation, and evaluation.

Products: The project will impact every child who is deaf-blind in every classroom, school, and community setting in the outer Pacific. Sixty to seventy children who are deaf-blind will benefit. In addition, at least 200-250 family members and 200-250 service providers will receive training and technical assistance on research-based, effective practices that are adapted to specifically meet the needs of this culturally and educationally diverse population of children and families.

Grant Number: H326C990047

DB Central: Michigan Services for Children and Youth Who Are Deaf-Blind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: This project will provide technical assistance to local teams and disseminate information in order to build capacity at the local and state levels to educate, support, and serve children and youth with deaf-blindness.

Method: Project goals, developed as a result of a needs assessment conducted with consumer, family, and professional input, include: 1) training and consultation in best practices for families and personnel; 2) supporting and empowering parents and families of children and youth who are deaf-blind; 3) dissemination of current, research-based information; and 4) accurate and detailed identification of the young deaf-blind population of Michigan.

Products: Information gathered as a result of successful practice in these areas will be disseminated nationally, impacting students and families on a broader level. The project will develop model demonstration sites which will enable visitation by interested service providers. The information will be used to replicate the model techniques in other areas of the state. The project will develop a World Wide Web site which will provide numerous links to numerous relevant and useful sites, and which will allow for the ordering of lending library materials. The resource and toy lending libraries will provide families and service providers with information that can then be used in other settings. The project will also conduct many types of trainings at the local and regional levels, including trainings to address the needs of individual children, intervener trainings, and general information trainings conducted at workshops and conferences, which will be videotaped and disseminated through the lending library, for review and teaching purposes.

Grant Number: H326C990048

Iowa's System Change Project for Deaf-Blindness

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: This project will develop a collaborative network of partners who together will build the capacity of state and local agencies to facilitate the achievement of improved outcomes for children and young adults who are deaf-blind and their families. Through this network, the project will provide technical assistance, information, and training which addresses early intervention, special education, related, and transition services.

Method: The project's major goals are to: 1) maintain basic demographic information on children and young adults with deaf-blindness for program planning and evaluation purposes; 2) enhance state capacity to improve services and outcomes for children and young adults with deaf-blindness and their families through provision of technical assistance, information, and training activities; 3) empower families through knowledge and skill development to enable them to meet their own needs and the needs of their children; 4) ensure better adult outcomes through the transition planning process; and 5) develop and implement procedures to evaluate the impact of project activities on services for children and young adults with deaf-blindness and their families.

Products: The project will disseminate the following products: census forms and directions; technical assistance request packets; family awareness packets; and transition notification and awareness packets.

Grant Number: H326C990049

Louisiana Services for Children and Youth with Deafblindness

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The goal of this project is to improve state, regional, and local capacity to meet the unique needs of children and youth with deaf-blindness and their families.

Method: The project will achieve this goal by providing intensive training and technical assistance to parents, local school systems, institutes of higher education, and other service providers. Statewide needs assessment data from parents, teachers, and service providers determined that the activities of training and technical assistance should address: disability awareness, early identification including screening for Usher Syndrome, adult transition, family participation in training and teaming, and the distinctive challenges presented to students with deaf-blindness in addressing the general education curriculum in natural settings.

Products: This project will achieve the following outcomes: 1) student services will reflect the general education curriculum in the least restrictive environment; 2) standardized procedures for early identification will be applied; 3) families will be empowered to be integral members of instructional teams; and 4) parents, teachers, and service providers will have an increased awareness of appropriate educational practices as well as available services.

Grant Number: H326C990050

Wyoming Deaf-Blind Project

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: This project will provide technical assistance for children and young adults who are deaf-blind, their families, and service providers, in response to the barriers that distance, geography, and weather often create in providing appropriate services for children who are deaf-blind and their families in the rural diverse state of Wyoming.

Method: The goals of this project are to accomplish the following: 1) develop a systematic approach for the identification of children and young adults with deaf-blindness, collect demographic information, and heighten awareness of deaf-blindness within the state of Wyoming; 2) improve services and educational outcomes for children and young adults who are deaf-blind through providing technical assistance, training, and support to early intervention providers, educators, service providers, and families based on identified needs and focused on research-based best practices that result in appropriate assessment, placement, and support services for children with deaf-blindness; and 3) strengthen the local capacity of early interventionists, educators, and service providers in rural communities and on the Wind River Indian Reservation to meet the unique cultural and educational needs of children and young adults with deaf-blindness and their families.

Products: The technical assistance and training provided by this project will be used effectively with children who have special needs in a variety of settings. In addition, the posters and public awareness campaign that is used on the Wind River Reservation can effectively be reproduced to impart other information for various topics. Fact sheets and advertisements will be produced by agencies collaborating with the project.

Grant Number: H326C990051

Together We Can: The Virginia Deaf Blind Project and Match Maker Pilot Project: Positive Behavioral Supports for Students with Deafblindness

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: This project will collaborate with state agencies to provide training and technical assistance to teams working with individuals with vision and hearing impairments on effective and promising practices for children who are deaf-blind, and to work closely with the Training and Technical Assistance Centers and Local Interagency Coordinating Councils to provide a full range of support services to families and personnel from educational programs. Match Maker Project: This project will develop, implement, and evaluate a model for providing training and technical assistance in functional behavior assessments and positive behavior support to school teams across Virginia that serve learners with deaf-blindness. Core teams in each of the eight state superintendents' regions will be trained through an interactive approach that results in the development, implementation, and evaluation of positive behavior support plans for learners and their families. The project will develop a high-quality, detailed curriculum and training materials that can be used by teams not originally part of the training. Both family members and professionals will be actively involved in the development of materials and in the design and delivery of training and technical assistance. After the model is developed, piloted, and evaluated in two regions in Virginia, it will be replicated in the remaining regions of the state.

Method: The project will carry out new and innovative strategies for increasing the knowledge and understanding of all families, individuals, agencies, and others who provide support to infants, toddlers, and children, and for implementing school reform to facilitate the achievement of improved outcomes for learners. These outcomes will be accomplished through state-level collaboration, local capacity building, family and professional partnerships, preservice activities, dissemination strategies, accurate identification, and ongoing and comprehensive evaluation strategies for all project activities. The project will be characterized by a focus on family involvement, collaboration among service providers and between service providers and families, and the integration of children with deaf-blindness into age-appropriate settings with peers who do not have disabilities.

Products: Project staff will develop a variety of products and materials that will include a project brochure, eligibility checklist, and information packets for families and professionals. The project also has a parent-developed, World Wide Web site that has extensive links to local, state, and national resources in addition to information about deaf-blindness and project activities.

Grant Number: H326C990052

Puerto Rico (Multi-State) Project for Children and Young Adults Who Are Deaf-Blind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The Puerto Rico Department of Education through the Assistant Secretariat of Integral Educational Services for Individuals with Disabilities will implement and evaluate the services of the Puerto Rico Deaf-Blind Program. The activities and services will be available to approximately 30 to 40 children and youth, their families, and service providers throughout the Commonwealth of Puerto Rico.

Method: The provision of services to the deaf-blind school population requires more intensive, on-going technical assistance and training for both families and service providers. Project objectives and activities will be directed to four major goals: 1) the identification of eligible students and the maintenance of the Deaf-Blind Registry and census update; 2) the provision of family/early interventionist training and the promotion of interagency collaboration for the assessment, referral, and implementation of family-centered, early intervention services for infants and toddlers; 3) the provision of training and an array of cost-effective technical assistance activities to families, service providers, and agencies with emphasis on vision/hearing, communication, orientation and mobility, functional skills, inclusion, and adult transition; and 4) establishment of a training center for professionals.

Products: The overall impact and benefit of the project is a stronger, cost-effective integrated service delivery system for infants, toddlers, children, and youth who are deaf-blind and their families. The project will also foster the development of professionals knowledgeable of the needs and challenges of educating children with deaf-blindness.

Grant Number: H326C990053

Connections beyond Sight and Sound: Maryland's Project for Children and Young Adults Who Are Deaf-Blind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The primary focus of this project is to deliver technical assistance and training throughout Maryland to foster systems change, build partnerships, and increase the capacity of local systems to provide educational services that will result in improved outcomes for children and young adults who are deaf-blind.

Method: This project is a collaboration between the Maryland State Department of Education (MSDE) and the University of Maryland. The project will expand the work of "Connections Beyond Sight and Sound," formerly Maryland's Project on Deafblindness. The major goals of this project will be to: 1) provide technical assistance and consultation to families, local school systems, local infant and toddler programs, state-operated programs, private agencies, and rehabilitation programs that result in appropriate assessment, placement, and support services to all children who are deaf-blind; 2) provide preservice and inservice training to administrators, school personnel, and agency personnel that focuses on research-based, effective, and promising practices; 3) enhance state and local capacity to improve services and outcomes for children with deaf-blindness and their families; 4) provide training and support to families of children with deaf-blindness to meet their needs in the context of the family, extended family, neighborhood, school and community; 5) facilitate ongoing coordination and collaboration among families, MSDE, local school systems, and other relevant agencies and organizations to promote service integration, systemic change, and interagency cooperation; and 6) facilitate the ongoing identification of children who are deaf-blind in Maryland and maintain basic demographic information on these children for program planning and evaluation purposes.

Products: These goals will be met through development of such products as: site-based, child focused technical assistance; summer institutes; BEST Programs - Building Effective Student Teams, including Tri-State (MD, PA, and VA) Collaboration Family Forums, Family Retreat Weekend, and support of a biannual regional (Mid-Atlantic) CHARGE conference; a newsletter; a World Wide web site; the Family/Professional Lending Library; the Resource Directory for Families; and Family/Professional Advisory Board and Family Steering Committee.

Grant Number: H326C000001

A System to Provide Services for Children and Youth with Deaf-Blindness

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Beginning Date: 10/01/00
Ending Date: 9/30/03

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Purpose: This project will provide technical assistance and training which will result in the building of local capacity and statewide systems change to improve services for children and youth with deaf-blindness and their families.

Method: The goals and objectives that will be addressed by this project include: 1) improve and maintain the statewide Technical Assistance System; and 2) develop and implement training and technical assistance for families, schools, early intervention programs, adult agencies, and other service providers. Project goals and objectives are based on statewide needs assessments as well as federal requirements. Needs assessment results show that the previously funded Deaf-Blind Project (1994-1999) has implemented a Technical Assistance System (Goal 1) which coordinates services and supports across the state and that this coordination must continue since no other agency or program has the necessary deaf-blindness expertise and resources to serve this capacity. The training and technical assistance needs (Goal 2) result from identified gaps in statewide services and from federal and state requirements related to Part C early intervention programs and Part B IDEA school programs.

Products: The project will have the following outcomes: 1) increased number of infants and toddlers who are identified early as deaf-blind or at risk of deaf-blindness; 2) increased use of appropriate early intervention strategies in natural environments resulting in improved cognitive, social, and physical development; 3) increased use of accommodations and alternative assessments resulting in appropriate curriculum strategies and

improved academic achievement; 4) appropriate transition services during school and following school exit resulting in increased employment and postsecondary education and improved quality of adult life; and 5) improved services for children/youth with deaf-blindness on reservations/rural communities in the region.

Grant Number: H326C000002

South Dakota Deaf Blind Project

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Beginning Date: 10/01/00
Ending Date: 9/30/03

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Purpose: The South Dakota Deaf-Blind Project, a partnership between the University Affiliated Program and the Office of Special Education, will provide assistance to parents and service providers to raise the knowledge and skill level of people who impact the lives of children who are deaf-blind.

Method: The project will work to: 1) improve outcomes for children who are deaf-blind through early identification, resulting in the provision of individualized services at the earliest possible time; 2) improve outcomes for children who are deaf-blind through widespread information and training about deaf-blindness and related issues in order to enhance the ability of educators and professionals to meet the child's individualized needs; 3) improve transition from education into other areas of life; 4) enhance family involvement in meeting the needs of their child who is deaf-blind and in understanding issues related to deaf-blindness; and 5) utilize the most current best practice, research, and expert information to improve outcomes for South Dakota children who are deaf-blind, recognizing that South Dakota is a rural and reservation state.

Products: The project will provide anecdotal data about the long-term impact of early identification and services, a new system of identification that may be replicated elsewhere, a curriculum used in training and technical assistance that may be adapted for use in other settings, and information about satisfaction with the services. All this information will be accessible via the World Wide Web site and will be shared through presentations.

Grant Number: H326C000003

Rhode Island Services for Children and Youth with Dual Sensory Impairments

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Beginning Date: 10/01/00
Ending Date: 9/30/03

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Purpose: The goal of Rhode Island Services to Children and Youth with Dual Sensory Impairments is to provide ongoing family and professional support, coordination of services, information, technical assistance, and training to children from birth through 22 years of age.

Method: Located at the University Affiliated Program (UAP) at Rhode Island College, this project can access the broad network of supports provided by the UAP, including: assistive technology, transition services, positive behavioral support, family services, mentor teachers, the School Inclusion Institute, and personnel preparation. These programs broaden the supports available to individuals with dual sensory impairments, their families, and others who support them.

Products: The expected project outcomes are: 1) increase early identification of children with dual sensory impairments; 2) improve the coordination of services; 3) increase the number of children who receive educational services in natural and inclusive settings; 4) improve the lives of families and their children; and 5) increase the skills and knowledge of professionals who support children with dual sensory impairments as they travel through infancy, childhood, adolescence, and adult life.

Grant Number: H326C000004

New York State Technical Assistance Project Serving Children and Young Adults Who Are Deaf-Blind: A State-Wide, Inter-Agency Resource and Support Program for Children and Youth Who Are Deaf-Blind and Their Families

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Beginning Date: 10/01/00
Ending Date: 9/30/03

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Purpose: This project builds on current activity to improve services and the service delivery system for consumers and families through the provision of technical assistance. Seven regional teams have been formed as a result of collaboration and coordination with service providers, families, and consumers across the state. This delivery model facilitates identification of children and resources and builds local capacity to provide technical assistance to better serve infants, children, and youth who are deaf-blind. Continued activity will result in the development, delivery, and expansion of appropriate, quality-driven, community-based services.

Method: Toward this goal, the project will: 1) continue to identify children (ages zero to 21), programs, and resources located state-wide; 2) outreach to individual families in order to provide support to network parents around the state; 3) provide on-going child-specific technical assistance as well as regional and state-wide training, workshops, and conferences to professionals, paraprofessionals, parents and families, consumers, and higher education students that disseminates research-based effective practices; 4) facilitate networking to create linkages across providers, including State agencies, professionals, and parents to enhance transition services at age 14, but reaching down to begin even earlier; 5) develop products and disseminate information; and 6) evaluate the effectiveness and impact of technical assistance activities on the service delivery system.

Products: The 1,137 currently identified New York children and young adults who are deaf-blind, their families, and their providers will benefit directly through increased local and state capacity to provide appropriate, quality-driven services that improve outcomes.

Grant Number: H326C000005

Oregon DeafBlind Project: Improved Outcomes for Children Who Are DeafBlind, and Their Families

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Beginning Date: 10/01/00
Ending Date: 9/30/03

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Purpose: The Office of Special Education of the Oregon Department of Education (ODE) will enhance a statewide service delivery model built over the past 20 years so that children who are deaf-blind have equal opportunities to achieve the state's high content and performance standards. ODE will address Oregon's diversity, geographic distances, and demographic sparseness. The Regional Deafblind Consulting Teacher Model will provide the basis for serving children and youth in their home communities. In addition, the project will continue to provide outreach services in collaboration with the Education Evaluation Center at Western Oregon University through innovative uses of technology.

Method: Project goals include: 1) All students who are deaf-blind will benefit from an enhanced system of coordinated and comprehensive technical assistance and training that is available to their special education and related service providers; 2) All children/youth in Oregon who are, or who are at risk of being, deaf-blind will be identified and referred for appropriate services; 3) All parents and families of children in Oregon who are deaf-blind will have access to a comprehensive, coordinated system of technical assistance support; 4) All Oregon students aged 14 and older who are deaf-blind will have transition plans that address post-school life options, including living skills, leisure skills, community participation, and employment options; and 5) The project will develop a comprehensive technical assistance information and resource center available to assist individualized education program/individualized family service plan (IEP/IFSP) teams statewide in: a) assessing the educational needs of students who are deaf-blind; and b) developing and implementing IEP/IFSPs that address their individually identified needs.

Products: The project will result in: 1) increased capacity for building the skills of staff and family members and developing interagency partnerships so that more students who are deaf-blind can effectively transition into post-school employment or other services; and 2) increased access to appropriately trained personnel serving infants, toddlers, and children who are deaf-blind through new partnerships with institutions of higher education.

84.326D
CENTER ON DISPUTE RESOLUTION

Grant Number: H326D980002

Consortium for Appropriate Dispute Resolution in Special Education (CADRE)

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Beginning Date: 10/01/98
Ending Date: 9/30/03

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Purpose: This project, the Consortium for Appropriate Dispute Resolution in Special Education (CADRE), will provide information, training, and technical assistance (TA) to states, schools, parents, and teachers to enable them to resolve disputes through more expedient and less confrontational means, including mediation.

Method: CADRE is composed of leading individuals and organizations in the field whose expertise and experience will be used to provide efficient, effective, and high quality TA to diverse stakeholders. Extensive use of electronic technology, including Internet and World Wide Web-based services, will reach clientele with high quality information and TA. Regional training, telephone information services, conference presentations, and dissemination of print documents will provide services to those who do not have Internet access.

Products: CADRE's TA will increase awareness about the use of a range of alternative dispute resolution procedures to motivate parents, schools, and states to use appropriate resolution procedures to identify and resolve differences. The project will work to stimulate and support state and local efforts to resolve differences as early and as effectively as possible. TA delivery will be built around the needs of states, local systems, and individuals and will involve these stakeholders in the planning, development, implementation, and improvement of project activities, products, and services.

84.326E

TECHNICAL ASSISTANCE CENTER ON DISPROPORTIONATE REPRESENTATION OF CULTURALLY/LINGUISTICALLY DIVERSE STUDENTS IN SPECIAL EDUCATION

Grant Number: H326E020003

The National Center for Culturally Responsive Educational Systems and Evidence Based Practice: At the Intersection of Disability, Class, Ethnicity, Culture, and Language

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Beginning Date: 11/01/02
Ending Date: 10/31/07

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Purpose: The Center for Culturally Responsive Educational Systems and Evidence-Based Practices will support state education agencies (SEAs) and local education agencies (LEAs) in their efforts to effectively address and reduce incidences of disproportionate representation of minorities in special education resulting from inappropriate or ineffective educational practices. The Center will build on the findings and recommendations of the National Research Council, reports, and other literature so that students, families, practitioners, policy makers, and researchers can coalesce around scientifically based interventions and strategic improvements in practice and policy to help close the achievement gap between minority students and their peers and reduce inappropriate referrals to special education.

Method: The Center will fulfill four principal goals: 1) continuous improvement, through the Continuous Improvement Core Team, in increasing knowledge and understanding at the policy level, through evaluation of current practice, change efforts, and impact; 2) research and practice synthesis and product development, through the Research and Development Core Team, to promote systemic change; 3) professional development to build state and local capacity, through the Professional Development Core Team, for SEA's and LEA's leveraging existing technical assistance networks; and 4) networking and dissemination, through the Networking and Dissemination Team, to engage a national discourse in local, professional practice, and policy communities on improving educational outcomes for linguistically and culturally diverse students. To accomplish this work will require close partnerships in the development of state-level teams that engage in careful analysis and interpretation of their state-level data on representation of minority populations in special education. These teams will prepare annual technical assistance and professional development plans for educational program and practice improvement in early intervention, literacy, and behavior. The project will collaborate with families, state policy makers, SEA representatives, LEA superintendents, special education directors, and teachers. Building a coherent professional development and technical assistance plan will require close partnerships with the Regional

Resource Centers, parent information centers, and professional organizations to ensure that high quality family and professional development and technical assistance are delivered.

Products: The outcomes of this work will be: 1) increase the use of prevention and early intervention strategies; 2) improve the contexts for educational systems improvement; and 3) enhance the teaching and learning of practitioners and students alike. This initiative will support and extend the No Child Left Behind Act, with stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work.

84.326F
STATE AND FEDERAL POLICY FORUM FOR PROGRAM IMPROVEMENT

Grant Number: H326F000001

FORUM 2000

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Beginning Date: 10/01/00
Ending Date: 9/30/05

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Purpose: FORUM 2000 will address the priority of the State and Federal Policy Forum for Program Improvement to: 1) facilitate communication between the U.S. Department of Education and state and local administrators of the Individuals with Disabilities Education Act (IDEA), and 2) synthesize national program information that will improve the management, administration, delivery, and effectiveness of programs and services provided under IDEA.

Method: The following seven activities will be addressed in each of the five project years: 1) identify national and state program improvement information that is needed to obtain better results for infants, toddlers, and children with disabilities receiving educational and early intervention services; 2) maintain a database of laws, policies, and regulations that govern special education within the states and non-state jurisdictions; 3) compile three research or policy syntheses on issues identified through Activity 1; 4) write two synthesis briefs (less than 10 pages) on issues identified through Activity 1; 5) convene two policy forums and write a proceedings document for each on topics identified through Activity 1; 6) conduct twelve "Quick-Turn-Around" activities to address, in a timely manner, issues identified through Activity 1; and 7) disseminate information developed through Activities 2-6 to a wide audience, using a variety of vehicles and formats. A diverse group of stakeholders will participate in the policy forums, review the research/policy syntheses, and evaluate FORUM 2000 activities.

Products: In addition to printed proceedings documents, analyses, and syntheses, the project will develop audiotapes and electronic versions of materials. Information will also be available on NASDSE's World Wide Web site (www.nasdse.org). Other format requests will be accommodated (e.g. large print, Braille).

84.326G
CENTER ON ACHIEVING RESULTS IN EDUCATION FOR STUDENTS WITH DISABILITIES

Grant Number: H326G000001

National Center on Educational Outcomes

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Beginning Date: 10/01/00
Ending Date: 9/30/05

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Purpose: The National Center on Educational Outcomes (NCEO) and its collaborators, the National Association of State Directors of Special Education (NASDSE) and the Council of Chief State School Officers (CCSSO), will build on their existing networks to establish the Center on Achieving Results in Education for Students with Disabilities. The Center will provide national leadership for state and local efforts to implement the provisions in IDEA 97, and to ensure that students with disabilities have access to the general curriculum and benefit from accountability and standards-based reforms.

Method: The Center will engage in research activities directed toward achieving better understanding of current issues in the field, identifying policies and practices that ensure all students benefit from state and local assessment and accountability efforts, and sharing this information with those whose work has an effect on policy and practice as well as those who are affected by it. Specifically, these research activities include: 1) conducting an annual survey of states to determine their current status in implementing the assessment and accountability provision of IDEA; 2) conducting an annual review of state reports and assessments data to track the participation and performance levels of students with disabilities in large-scale assessments; 3) synthesizing research on relevant topics such as assessment accommodations, alternate assessments, data analysis and reporting, and other related areas; and 4) conducting, collaborating in, or commissioning focused research studies on topics related to assessment and accountability. The Center will also engage in technical assistance and dissemination activities that meet diverse needs through direct support and by enhancing the capacity of its technical assistance and dissemination partners, so that lessons learned from careful research can be translated into practice at all levels, and improve student results. The Center's collaboration and other leadership activities will build on NCEO's already wide and productive network to ensure the sustainability and strength of individuals and organizations addressing many of the complex second-generation issues surrounding the participation of students with disabilities in assessment and accountability systems.

Products: The project will develop and disseminate reports in print and on the World Wide Web and tailor materials to a wide variety of audiences. The following products will be developed and updated: a World Wide Web site, presentations, and surveys on-line. Other products available will include: links within specific topics; a searchable database on accommodations research; and special interest materials for students, families, and teachers.

84.326H
National Clearinghouse on Postsecondary Education

Grant Number: H326H010005

The National Clearinghouse on Postsecondary Education for Individuals with Disabilities

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Beginning Date: 10/01/01
Ending Date: 9/30/06

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Purpose: The major goals of the Clearinghouse are to collect information, develop products, and disseminate information and materials relevant to multiple audiences in order to establish and maintain a national network exchange of information about postsecondary education for students with disabilities. The PRIDE network will also work to expand the scope and reach of the Clearinghouse to engage a broader audience in provision of supports to postsecondary education for individuals with disabilities to reach their potential. The PRIDE Network will collaborate with existing partner groups to build on the work of the previous clearinghouse (i.e., HEATH) and will ensure that collection, development, and dissemination activities are accessible to all in accessible formats and languages. The PRIDE Network will effectively incorporate new technologies; will customize information to target audiences; and will have rapid, thorough responses to requests.

Method: The PRIDE Network will accomplish its goals by maintaining a resource library, responding to requests in a timely fashion, and developing and disseminating accessible resources in a variety of formats. Expanded outreach will include nontraditional and previously untapped audiences in the effort to build a comprehensive network for all people with disabilities. Through collaborative efforts systemic change through the scope and spread of the innovation, choice made for particular intervention materials, mutual information and feedback exchange between providers and users, and full implementation of new practices. The PRIDE Network will facilitate this necessary collaboration to bring about an improvement in the dissemination and use of information and materials relevant to postsecondary individuals with disabilities. Four major audiences will be addressed in the PRIDE Network's dissemination and utilization practices. The first audience includes traditional secondary education personnel who have a major influence on the postsecondary readiness and transition of students, such as special education teachers, guidance counselors, and school-to-work facilitators. Postsecondary education, the secondary audience, includes such settings as minority institutions and outreach programs, community and four-year colleges, and vocational training. The third audience encompasses government entities and community-based programs, such as corrections, military, welfare-to-work programs, work force investment/development, and refugee programs. The fourth audience comprises nontraditional postsecondary education such as apprenticeships, adult basic education, GED preparation, employers, and centers for independent living. All audiences will help identify gaps in needed information so that accessible resources and materials can be developed to address those needs.

Products: The outreach will result in wider dissemination, increased awareness of relevant issues, more referrals of individuals to appropriate organizations/agencies, and increased capacity among the networked community. Expansion into the four major audience communities will ensure that all audiences, including consumer and general publics, have access to information they need to support the success of individuals with disabilities after high school.

84.326J
TECHNICAL ASSISTANCE FOR SECONDARY EDUCATION FOR STUDENTS WITH DISABILITIES

Grant Number: H326J000005

National Center on Secondary Education and Transition

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Beginning Date: 11/01/00
Ending Date: 10/31/05

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Purpose: The National Center on Secondary Education and Transition will respond to the technical assistance (TA) and information needs of six major audiences: state-level education reform and systems change initiatives, local education agencies and community-based programs, workforce development agencies and initiatives, youth with disabilities and families, the national network of technical assistance and dissemination providers, and federal agencies and national organizations. The Center will establish four Technical Assistance (TA) Networks to plan and support the delivery of technical assistance and information dissemination. The TA Networks will include: 1) the Secondary Education Assessment and Curriculum Network; 2) the Postschool Outcomes/Results Network; 3) the Student and Family Participation Network; and 4) the Systems Linkages and Services Coordination Network.

Method: The project will be a collaborative effort among: the Institute on Community Integration's National Transition Network (University of Minnesota); the National Center on Educational Outcomes (University of Minnesota); the National Center on the Study of Postsecondary Education Supports (University of Hawaii); TransCen, Inc.; the Institute for Educational Leadership's Center for Workforce Development; PACER Center (University of Minnesota); and the National Association of State Directors of Special Education. In addition, the Center will leverage the existing capacity of other researchers, technical assistance providers, and dissemination centers in organizing and providing technical assistance and dissemination information. Youth with disabilities and families will be engaged at all levels of the project to ensure that they have a voice and direct role in setting the project's direction.

Products: The project will: 1) provide technical assistance, related training, and consultation on assessment, curriculum, instruction, school retention, and the planning/delivery of transition services; 2) translate research into practice, and identify and promote innovative and exemplary secondary education and transition programs and practices that can be readily generalized and adopted; 3) generate policy-relevant information that promotes systems change and the effective coordination of services; 4) improve the knowledge, skills, and capacity of students and families to participate in secondary education and transition planning; and 5) disseminate relevant

information to multiple audiences. The project will conduct capacity-building institutes and workshops, conduct national summits, conduct quarterly national teleconferences, and develop a Web site. Print products to be developed include policy briefs, parent briefs, youth briefs, tools to improve professional practice, best practice profiles/briefs, training materials, Web-based resource guides, multi-media productions, journal articles, book chapters, and books.

84.326K

Center to Improve Access to the General Education Curriculum for Students with Disabilities at the Elementary and Middle School Levels

Grant Number: H326K020003

Center to Improve Access to the General Education Curriculum for Students with Disabilities at the Elementary and Middle School Levels

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Beginning Date: 10/01/02
Ending Date: 9/30/07

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Purpose: The Center will create a national infrastructure of information and support that states and local school districts can rely on to learn about and use scientifically based practices for providing access to the general education curriculum for their elementary and middle school students with disabilities.

Method: The project will be a catalyst for change through a variety of service areas. First, the project will form strategic partnerships with national, regional, state, and local groups that will help the Center identify scientifically based practices and help implement those practices in local schools and classrooms. Second, the project will train regional, state, and local educators to be better consumers of research. These partnerships and training activities will serve as a foundation for offering states and communities a menu of five technical assistance (TA) methods that serve as the core means through which the Center will move research into practice. These methods include: 1) direct consultation to states; 2) direct consultation to districts; 3) state-to-state mentoring; 4) district-to-district mentoring; and 5) strengthening state TA systems. The project will increase knowledge in the field about the impact of different TA methods on curriculum access. The Center will benefit from a consortium of partnering organizations and national experts who are knowledgeable about school reform, the process of change in education, and scientifically based practices for accessing the general education curriculum. The Council of Chief State School Officers will provide the project with access to policymakers who are responsible for issues of curriculum access. The Mountain Plains Regional Resource Center will supplement the project's expertise in scaling up scientifically based practices nationally. The project will have direct access to scientifically based practices through alliances with national experts at many U.S. research institutions. The Center for Applied Special Technology will provide access to universal design solutions that support school reform and effective, child-centered instruction. Other partners will help the project establish links to key stakeholders in both general and special education, and disseminate the Center's recommended solutions to problems of curriculum access in each of the 50 states. The Center's partners will work closely with the American Institute for Research's What Works Clearinghouse to further enhance its connection to research syntheses.

Products: The Center will provide ongoing communication and TA products that employ different formats and media for diverse audiences.

84.326L
CENTER TO PROMOTE INVOLVEMENT BY MINORITY INSTITUTIONS IN DISCRETIONARY PROGRAMS UNDER IDEA

Grant Number: H326L020001

The Alliance III Center : Minority Institutions in the Vanguard

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Beginning Date: 1/01/03
Ending Date: 12/31/07

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Purpose: This project will improve educational results for students with disabilities by: 1) promoting the successful participation of minority institutions of higher education (MIHEs) in IDEA personnel preparation competitions, and 2) enhancing the capacities of MIHE personnel preparation programs.

Method: It is the project's goal that, through its mutual efforts with clients, by 2007 MIHEs will be in the vanguard of excellence in the preparation of special education personnel who are fully qualified to improve education and bring about better results for students with disabilities. The project's clients are faculty members in MIHE departments of special education and related services. A major objective of the Alliance III Center pertains to client involvement, satisfaction for services received, and utilization of knowledge and skills gained through technical assistance (TA). The objective will be promoted through the use of the following: 1) needs assessment; 2) participatory planning of TA events; 3) a scanning network of clients to identify issues in the design and provision of TA services; 4) follow-up and mentoring after TA delivery; 5) field review of products by clients; 6) face-to-face interviews and focus groups with clients to be completed by the third party evaluator; and 7) a professional staff position for client-centered services, communications, and individualized assistance. Technical assistance will center on preparation of successful applications for awards from the IDEA Part D personnel preparation program through grantwriting workshops and mentoring, and on capacity-building for: 1) meeting new federal and state personnel requirements; 2) incorporating scientifically based practice in coursework; 3) adding new dimensions to personnel preparation programs; 4) adding new special education programs; and 5) MIHE's greater participation in state systems change and policy formulation. TA services will be provided by a nationwide cadre of content experts and trainers through workshops, seminars, conferences, individual mentoring, and follow-up coaching. Additionally, partnerships and cooperative activities will be established with a range of OSEP TA&D providers, research and development projects, national centers, and organizations.

Products: Supporting products, modules, and information services will be available at the project's Web site, on disks, by file attachments, through a list serv, and by surface mail. Product development will focus on proactively identifying MIHE initiatives, models, and accomplishments for widespread dissemination across the field of education.

84.326M
Outreach Services to Minority Entities to Expand Research Capacity

Grant Number: H326M000002

Linking Academic Scholars to Educational Resources (LASER)

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Beginning Date: 1/01/01
Ending Date: 12/31/05

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Purpose: Linking Academic Scholars to Educational Resources (LASER) will ensure the development and implementation of a definitive research agenda on urban special education, with the ultimate goal of improving schooling for urban children and youth with or suspected of disabilities. LASER's mission is to: 1) develop cadres of faculty and graduate students in minority institutions who will conduct and sustain urban special education research/scholarship; 2) develop a national strength-based model that documents strategies for enhancing individual and institutional research capacities; and 3) define and coordinate a national agenda that narrows the gap between research and urban school practice.

Method: LASER will provide technical assistance and professional development for minority doctoral students and faculty. In addition, cohorts of ethnic minority doctoral students will be recruited to the University of South Florida's special education program and will commit to conducting urban special education research studies. The doctoral students will complete their coursework at the University of South Florida and spend their third year at Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), or Other Minority Institutions (OMIs).

Products: LASER's impact will be far reaching. Four regional clusters or collaborative research communities that serve African Americans, Hispanics or Latinos, and Native Americans across the country have been identified for the most intense services. For participating faculty and doctoral students, LASER will host an annual conference to showcase urban special education research and disseminate those findings to lay and professional audiences. LASER will also reach out to facilitate site-based resource sharing and collaboration among the participating institutions. Most importantly, a consortium will be positioned by the project's fifth year to be competitive in the next funding cycle of the Outreach to Minority Entities Project. The LASER project will transition from the University of South Florida to a consortium comprised of predominantly minority institutions to further the mission of LASER.

84.326N
National Information Center for Children with Disabilities

Grant Number: H326N980002

National Information Center for Children with Disabilities

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Beginning Date: 10/01/98
Ending Date: 9/30/03

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Purpose: This project operates the National Information Center for Children with Disabilities (NICHCY) to improve early intervention results for infants and toddlers and educational and transitional results for children and youth with disabilities.

Method: The project framework is designed to support state and local entities to build their capacity to improve services and results for all children with disabilities and their families; to strengthen individual, organizational, and community capacity to enhance systemic change in education to improve results for all children with disabilities and their families; and to incorporate innovations of research, technology, and practices to increase NICHCY's impact in the 21st century. The project design is grounded in close communication with and feedback from the individuals and organizations that use the center, and on continual monitoring and evaluation of the operations.

Products: NICHCY will provide information services, develop publications, conduct outreach activities, and coordinate clearinghouse activities with the work of other agencies in order to develop and implement a process for ensuring accuracy of materials on IDEA and the many other issues associated with disabilities.

84.326P

National Clearinghouse on Careers and Professions Relating to Early Intervention and Education for Children with Disabilities

Grant Number: H326P980002

National Clearinghouse on Careers and Professions Related to Early Intervention and Education for Children with Disabilities

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Beginning Date: 10/01/98
Ending Date: 9/30/03

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Purpose: The National Clearinghouse on Professions in Special Education (NCPSE) will gather, organize, and disseminate information to address national needs and demands for knowledge regarding recruitment, professional standards, personnel preparation, professional development, and retention of personnel for the field of special education. The Clearinghouse's mission is to enhance national capacity and heighten its impact by implementing targeted marketing campaigns and dynamic information networks designed to strengthen the continuum of career and professional development of qualified and diverse education professionals and paraprofessionals, including early intervention personnel, special educators, and related services providers.

Method: To strengthen the nation's overall capacity, the Clearinghouse will focus on the following four activities: 1) conduct customized comprehensive outreach and targeted recruitment campaigns to increase the number of qualified, diverse individuals entering special education, related services, and early intervention professions; 2) lead and support national initiatives and partnerships to achieve high quality professional development of general and special education teachers, paraprofessionals, early intervention, and related services personnel; 3) enrich the quality and usefulness of Clearinghouse databases, information, and services as the foundation for promoting and retaining an adequate supply of qualified professionals and paraprofessionals who serve children with disabilities; and 4) ensure that Clearinghouse management, operations, products, and services impact pressing needs, current issues, and emerging trends. The Clearinghouse will respond to the information needs of its constituents by targeted marketing, information gathering and dissemination, and networking with a wide array of strategic partners. With their partners, the Clearinghouse will collect crucial data and analyze labor market patterns to address critical personnel capacity/demand issues at the state and national levels.

Products: The following NCPSE products will be developed and disseminated: career flyers, Topical Working Papers, "NCPSENews," "NCPSEEXTRAS, and 50 state profiles. In addition, a Quicktime Movies series called "Exploring Exceptional Careers in Education" will be developed, aimed at high school and college guidance counselors and partner organizations working with nontraditional applicants such as military personnel, newly

arrived citizens, and college career reentry programs. Other multimedia available will include two public service announcements, establishment of a new independent Website, and 10 articles for partners' promotions via newsletters and the World Wide Web. The Clearinghouse provides materials in all media formats including accessible Web pages, braille products, large print materials, and audio products. Major publications will be translated into other languages, beginning with Spanish, Vietnamese, and Japanese. The majority of Clearinghouse products are available and downloadable by requesters from the Website, and the project's databases will be self-searchable with user friendly, menu-driven "wizards. The Clearinghouse will provide online discussion groups, user searchable databases, and listservs for general users and for the operations of the National Advisory Committee and the fluid National Advisory Work Teams. In cooperation with partners, at least 20 conference presentations will be given. In addition, Clearinghouse staff will produce customized responses to information requests, for career seekers who want informational brochures, personnel administrators who search for employees, state departments who need facts and figures, individuals with disabilities who want career opportunities, the Office of Special Education Programs which needs reports from states, national organizations that want information on certification and standards, and professionals who want access to electronic databases.

84.326R
REGIONAL RESOURCE CENTERS

Grant Number: H326R980003

Mid-South Regional Resource Center

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Beginning Date: 10/01/98
Ending Date: 5/31/03

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Purpose: The University of Kentucky will provide Regional Resource Center services to Region 2, which includes Delaware, Kentucky, Maryland, North Carolina, South Carolina, Tennessee, Virginia, West Virginia, and the District of Columbia. The Center will link best practices related to IDEA to states, school systems, and families in order to improve results for infants, toddlers, and children with disabilities. Activities of the Resource Center will ensure that technical assistance and information are coordinated and are available to parents, teachers, administrators, early intervention personnel, related services personnel, and transition personnel in order to improve practices.

Method: The Region 2 Resource Center will use its experience in providing technical assistance to the region as a springboard to focus on the components of IDEA within the context of systemic change and to link its work with that of other technical assistance (TA) providers. To accomplish its goals, the Center will use four key strategies: infusing IDEA concepts as a part of systemic change; implementation of an effective results-based TA process; direct effects on local programs; and extensive stakeholder involvement.

Products: The Center will: increase the depth, utility, relevance, and ease of access of information on practices, policies, and programs needed by state partners to make systemic changes; provide benefits to states, local education agencies, and other participants in state improvement grants partnerships that are pursuing systemic changes through a coordinated technical assistance framework; increase communication and information exchange among states and state partners planning, implementing, and evaluating systemic educational reform; increase the extent to which state improvement plans in the region are effectively planned, implemented, and evaluated and lead to improved results for students with disabilities and their families; increase the extent to which states in Region 2 are in compliance with IDEA requirements; and ensure proper, effective, and efficient project management, administration, and evaluation.

Grant Number: H326R980005

Great Lakes Area Regional Resource Center for Region 4

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Beginning Date: 10/01/98
Ending Date: 5/31/03

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Purpose: The Great Lakes Area Regional Resource Center (GLARRC) will continue to serve as the Regional Resource Center (RRC) for Region 4, which comprises Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, and Pennsylvania. GLARRC staff will use its understanding and productive working relationship with states and their partners and its technical assistance capabilities to work toward a systems change process to help achieve the results-based outcomes required by IDEA.

Method: GLARRC will address the technical assistance needs of state education agencies and their partners related to the development and implementation of state program improvement grant (SIGs) plans for children with disabilities. It will increase the depth and utility of information on priority needs as identified by states, local education agencies, and participants in SIG partnerships in the process of making systemic changes, and it will identify productive partnerships with other Department of Education general and special education technical assistance providers at all levels and link them with state education agencies to promote information exchange and with programs that address special needs related to school-based reform. The Center will also assist states in developing and implementing strategies to comply with IDEA requirements. GLARRC will design and implement its systems change strategies to ensure broad-based participation by stakeholders through state-specific areas of priority needs. The Resource Center will use these strategies and a team-based approach to provide more effective technical assistance.

Products: GLARRC will work with its networks to effectively disseminate information to states and their partners. The Center will hold Research, Policy, and Practices Forums as a learning and sharing strategy for systems change that supports data-based decision making, dissemination of innovative techniques, and development of value changes. A major characteristic of these forums will be extensive exploration and action planning at a regional level, with follow-up planning and implementation at state and local levels.

Grant Number: H326R980006

Western Regional Resource Center - Region 6

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Beginning Date: 10/01/98
Ending Date: 5/31/03

OSEP Contact: Marie Roane
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Purpose: The University of Oregon will operate the Western Regional Resource Center (WRRC), serving Alaska, California, Hawaii, Idaho, Nevada, Oregon, and Washington, as well as American Samoa, Guam, the Northern Mariana Islands, the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau. It will address the technical assistance needs identified by state and local educational agencies and their partners in these areas. It will be responsive to state needs in developing and implementing state improvement plans and in helping them comply with IDEA.

Method: The WRRC will work collaboratively within states, as well as regionally and nationally, with a wide array of organizations to provide technical assistance. These collaborations will bring educational expertise and varied perspectives to the center's resources. Broadened partnerships will help expand each state's capacity to achieve outcomes such as full access to general education curriculum for students with disabilities, instructionally relevant assessment and accountability systems for all students, improved results for all children and their families, and effective integration of special education services with other school improvement efforts.

Products: The WRRC's improved technical assistance capabilities will give it an increased capacity to deliver personalized technical assistance and in-depth information on issues relating to educational practices, state policy, and program development. It will link state education agencies and their partners with others who have similar needs or issues, and allow them to share innovative ideas and program strengths. Assistance will be provided on-site, in multi-state meetings, and through distance delivery methods.

Grant Number: H326R980007

Region Three Regional Resource Center

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Beginning Date: 10/01/98
Ending Date: 5/31/03

OSEP Contact: Marie Roane
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Purpose: This project establishes a Regional Resource Center for Region 3 (R3RRC), which encompasses Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, Oklahoma, Texas, Puerto Rico, and the U.S. Virgin Islands. Proposed strategies for the Center include needs assessment; technical assistance; product development; and a Total Quality Management system for all product development, information dissemination, and evaluation activities.

Method: The R3RRC will meet the needs of poverty-stricken and other children with disabilities within the region by means of a computerized information sharing system linked with the network of Federal Resource Centers. This system, combined with a direct, personal, "hands-on" approach, will establish linkages among states, local educational agencies, and participants in State Improvement Grant partnerships with service providers.

Products: This project will improve the information base within the R3RRC by establishing a collaborative network for information collection and dissemination among all linked agencies. States will have an expanded information base that responds to individual state priorities. SEAs will be able to obtain and use information, thus increasing their capacity to improve practices, policies, and programs needed for efficiently providing services to students with disabilities. Through improved service delivery, including professional development, technical assistance, and dissemination of best practices, the Center will promote programs that will improve the educational results of children with disabilities. The Center's information and exchange system will enable

states to identify and respond to problems relating to compliance with IDEA requirements, and it will assist states in establishing performance goals and indicators under IDEA.

Grant Number: H326R980009

Mountain Plains Regional Resource Center

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Beginning Date: 10/01/98
Ending Date: 5/31/03

OSEP Contact: Marie Roane
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Purpose: Utah State University will continue to operate and improve the Mountain Plains Regional Resource Center (MPRRC) to serve Region 5, comprising Colorado, Iowa, Kansas, Missouri, Montana, Nebraska, North Dakota, South Dakota, Utah, and Wyoming, as well as Bureau of Indian Affairs schools in 23 states. The overall goal of the Center is to create lasting systems change through such processes as state improvement grants, state implementation plans, partnerships, and quality technical assistance and information dissemination. The Resource Center will work to link state and local education agencies and their partners.

Method: The MPRRC has been involving relevant stakeholders in a partnership arrangement, including state and local education agencies and their partners, to promote systems change. It has also been instrumental in developing and facilitating monitoring activities, including teleconferences, assisting state and local agencies in developing monitoring systems, and conducting various training activities. To facilitate its work, the MPRRC has developed a network of state education agency staff throughout the region to deal with critical issues in special education.

Products: The MPRRC will work to increase the depth and utility of information in on-going and emerging areas of priority needs identified by local and state education agencies that are in the process of making systemic changes, promoting those changes through a multi-state or regional framework. It will provide technical assistance to state and local education agencies and participants in state improvement grant partnerships and promote communication and information exchange among these groups based on the needs, concerns, emerging issues, and trends identified by the agencies and partnerships. It will also assist states in developing and implementing strategies that comply with IDEA requirements.

Grant Number: H326R000001

Northeast Regional Resource Center

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Beginning Date: 6/01/00
Ending Date: 5/31/03

OSEP Contact: Marie Roane
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Purpose: This project will demonstrate how the Northeast Regional Resource Center (NERRC) can assist the northeastern states to make systemic changes in structure, programs, and outcomes that will lead to a unified system of education for all students.

Method: The project will conduct state-level policy analysis and facilitate changes that will eliminate barriers to systemic reform and lead to improved results. It will establish a multi-state, regional framework to help states plan, implement, and evaluate systemic change, and it will build state capacity to improve early intervention, educational opportunities, transitional services, and results for children with disabilities and their families. NERRC will work in a three-way collaborative with COMPASS, Inc. and the Center for Disabilities and Community Inclusion (the University Affiliated Program at the University of Vermont) to bring together technical assistance, technology, research, development, and training capabilities of the University Affiliated Program and the specialized urban issues perspective of COMPASS, Inc. NERRC will also work with local education agencies, local schools, the state education agency and other state agencies, and stakeholders to ensure that special education is an integral component of the state and local reform agenda.

Products: NERRC's efforts will ultimately improve services and results for children with disabilities.

84.326S
Center for Positive Behavioral Interventions and Supports

Grant Number: H326S980003

Center on Positive Behavioral Interventions and Support

Project Director: Sugai, George; Horner, Rob
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Beginning Date: 10/01/98
Ending Date: 9/30/03

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Purpose: The goal of the Center on Positive Behavioral Interventions and Support (CPBIS) is to increase "the capacity of schools, families, and communities to support and educate children and youth with significant problem behaviors" by 1) increasing both awareness and knowledge of positive behavioral interventions and support as part of these systems and 2) emphasizing the features of a comprehensive systems approach to sustaining these interventions and supports.

Method: The CPBIS will be directed from the University of Oregon in collaboration with key personnel at the University of Kansas, University of Kentucky, University of Missouri, and University of South Florida. The Center will establish and use a comprehensive network of expert collaborators who will help to select the content and formats for the dissemination of positive behavioral interventions and support. In an effort to increase the efficiency and effectiveness in which schools educate students with severe problem behavior within the context of public school settings, a school-wide approach must be considered. The CPBIS approach focuses on the development and maintenance of whole systems (practices, structures, and policies) that 1) enable school staff to sustain the adoption of research-validated practices; 2) foster positive teaching and learning environments in schools for all students and staff; 3) integrated school-wide, classroom, non-classroom, and individual student subsystems; and 4) efficiently and effectively support students with severe emotional and behavioral disorders. The six CPBIS objectives and activities include the following: 1) Evaluate the state of policy and practice regarding school-wide positive behavioral interventions and supports; 2) Establish a coordinated effort of researchers, educators, families, policy makers, and community service providers, (e.g., mental health, developmental disabilities, rehabilitation, and juvenile justice), who will serve as resources to schools in designing school-wide positive behavior support programs; 3) Provide for regular information exchanges between researchers and practitioners, including family members, who conduct exemplary behavioral intervention and support programs and educators who seek to design and implement effective school-wide programs; 4) Collaborate with the National Information Center for Children and Youth with Disabilities to develop and disseminate information on positive behavioral interventions and supports; 5) Organize, synthesize, and report information to teachers, parents, administrators, policy makers, community service personnel, and other interested parties advances in research, policy, and practice on positive behavioral interventions and supports; and 6) Develop a blueprint for providing further technical assistance to local education agencies and state education

agencies, which includes validated alternative designs of effective school-wide positive behavioral intervention and support programs and validated alternative approaches to delivering technical assistance in their implementation.

Products: The outcomes of this five year effort will be: 1) an awareness in all State Education Agencies of the features, importance, procedures, and systems requirements of positive behavioral interventions and supports; 2) a resource network of systems requirements of positive behavioral interventions and supports; 3) an information development and dissemination network that maximizes use of current information and dissemination centers and organizations; 4) a collection of State and Local Education Agencies exemplars (statutes, policies, procedures, etc.) that embody effective and efficient implementation of positive behavioral interventions and supports; and 5) a comprehensive, research validated collection of preferred and promising practices which will be distributed in a variety of forms (e.g. electronic newsletters, CD-ROM modules, inservice curriculum modules).

84.326T
National Technical Assistance Project for Infants, Toddlers, and Children Who Are Deaf-Blind

Grant Number: H326T010001

National Technical Assistance Consortium for Children and Young Adults Who Are Deaf-Blind (NTAC)

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Beginning Date: 10/01/01
Ending Date: 9/30/06

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Purpose: The major goals of the National Technical Assistance Consortium for Children and Young Adults Who Are Deaf-Blind (NTAC) project are two-fold. The first goal is to increase the capacity of States, local education agencies, early intervention programs, and other agencies to improve policies and practices that will result in appropriate assessment, planning, placement, and services for children/youth who are deaf-blind (birth to young adulthood). The second goal is to increase the capacity of state projects as well as state and local agencies to utilize research-based practices and to increase the implementation of IDEA in order to improve outcomes for children and youth who are deaf-blind.

Method: The consortium combines the resources and expertise of two national agencies, the Teaching Research Division of Western Oregon University (Monmouth, Oregon) and the Helen Keller National Center (Sands Point, New York). The NTAC project will provide a national effort of technical assistance, training, and information to multiple recipients including families, individuals who are deaf-blind (consumers), state projects for deaf-blind services, state education agencies, Part C lead agencies, and other state agencies. Activities will include: 1) implement and maintain a state-level and national-level needs assessment, in order to determine the array, type, and intensity of technical assistance needed; 2) assist states in improving collaboration, policy development, services, and practices by providing a tiered array of technical assistance and training activities, with an emphasis in facilitating capacity building and systemic change initiatives, that result in positive child/youth outcomes; 3) assist families and children/youth to increase their capacity for building relationships, knowledge, and skills in advocacy, empowerment, effective practices, and services by providing an array of technical assistance and training activities; 4) assist personnel preparation training programs to work collaboratively to increase the number of teachers and paraprofessionals who are providing services and implementing effective practices; and 5) collaborate with the U.S. Office of Special Education and Rehabilitative Services, other federal technical assistance projects, and state agencies in improving practices and services for early intervention, special

education, related services, and transitional services by facilitating local, regional, and state systemic change initiatives to include children/youth who are deaf/blind.

Products: The project will develop and evaluate technical assistance, training materials, and products addressing research-based effective practices using traditional and distance education strategies. The project also will disseminate information, technical assistance, and training materials and products to a variety of audiences and individuals. The project will result in: 1) increased capacities for state projects for deaf-blind services, state/local agencies, and service providers to improve services and practices; 2) increased capacities for families, advocates, and individuals who are deaf-blind to access services; 3) increased use of strategies in systems change initiatives to include children/youth who are deaf-blind; and 4) improved outcomes for children/youth who are deaf-blind.

84.326U
DEAF-BLIND CLEARINGHOUSE

Grant Number: H326U990001
DB-LINK

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Beginning Date: 10/01/99
Ending Date: 9/30/04

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Purpose: This project will contribute to increased knowledge and understanding of educational problems, issues, and effective strategies by promoting system change or improvement and building local capacity to provide, improve, and expand services that address the needs of deaf-blind children.

Method: DB-LINK's activities (identifying information, responding to inquiries, and disseminating materials) increase awareness and understanding of deaf-blindness by ensuring that IDEA '97-supportive information generated by researchers, practitioners, and educational specialists makes its way to personnel preparation programs, classroom teachers, and 'grass roots' service providers. DB-LINK's work occurs at national, state, and local levels. Its link to the non-deaf-blind world is demonstrated through the numerous responses to requests from service providers having their first contact with deaf-blindness, through its role as sole representative of deaf-blindness among OSEP clearinghouses, through its high profile at national meetings and conferences, through its collaborative publications with other entities, and through its regular participation in the OSEP Leadership Conference and Annual Technical Assistance and Dissemination Conference. Interfaces with agencies and individuals in such fields as health care, law, psychology, technology, recreational services, personnel preparation programs, and higher education form the basis for its concerted effort to extend national awareness of deaf-blindness.

Products: Database-generated products will be developed to meet the needs of individual requesters, produce information for publications, and produce profiled (consumer-tailored) information for use in training and identifying state resources. The DB-LINK World Wide Web site provides Internet access to all the project's resources.

84.326X
IDEA General Supervision Enhancement Grants

Grant Number: H326X020002

Vermont IDEA General Supervision Enhancement Grant

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Beginning Date: 10/01/02
Ending Date: 9/30/03

OSEP Contact: Larry Wexler
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Purpose: This project will accomplish these three goals: 1) explore options and design mechanisms to refine and enhance Vermont's comprehensive data system to include the cohesive collection, analysis, and use of data related to services under IDEA so that data is utilized to improve outcomes for children, families, and students, is integrated with data-related findings/recommendations from other education initiatives, and is used to inform decision makers about the effectiveness of early intervention and special education and related services; 2) enhance the program improvement planning phase of the Continuous Improvement Monitoring Process (CIMP) in order to address the systemic barriers identified in the self-assessment phase of CIMP, align the strategies with Vermont's other initiatives in special and general education (i.e. Special Education Fiscal Review Panel, Act 117), and inform state and local agencies on issues arising from the self-assessment and program improvement phases of CIMP; and 3) promote continuous improvement in early intervention and special education through the identification, dissemination, and implementation of proven and promising practices and through the use of outcome data from program evaluation systems and professional development efforts.

Method: The development and enhancement of Vermont's data systems and reporting capabilities will address four major areas: 1) measuring outcomes for children and their families as related to the provision of appropriate early intervention, special education, and related services; 2) personnel shortages and issues with retention and program evaluation; and 3) transitions of children into Part B from Part C; and 4) transitions of students with disabilities from school to work or postsecondary education. Vermont is committed to collecting and building family and student satisfaction and involvement data into all its data focus initiatives. This commitment will guide the continual evaluative effort at both the state and local levels for improved outcomes for students and their families. Through the resources provided in this grant, currently administered parent and student surveys will be evaluated for purpose and usefulness. Redundancies in survey collections will be eliminated and survey development will be tied to specific analysis objectives.

Products: An anticipated outcome of this project will be a coordinated program-wide, documented protocol for survey development, implementation, and analysis.

Grant Number: H326X020003

IDEA General Supervision Enhancement Grant for Commonwealth of the Northern Mariana Islands Public School System's Early Intervention Service System (Part C) and Special Education Programs (Part B)

Project Director: San Nicolas, Heidi E.
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Beginning Date: 10/01/02
Ending Date: 9/30/03

OSEP Contact: Larry Wexler
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Purpose: Given CNMI's already limited personnel resources to meet the increasing demand for providing comprehensive early intervention, special education, and related services in remote and rural island communities, the CNMI Public School System (CNMI-PSS) requests the University of Guam's Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS) to provide additional technical support to meet the requirements of the U.S. Office of Special Education Program's Continuous Improvement Monitoring Process (OSEP CIMP) Self-Assessment Phase, and more importantly, to develop a system of review for sustaining the efforts to address the recommendations identified in the Self-Assessment Report.

Method: An essential quality of the project design is the ability to address the diverse linguistic and cultural backgrounds of children and families in the CNMI. The project will incorporate fiscally efficient processes and will facilitate the process for identifying and obtaining relevant data sources in response to the OSEP CIMP Cluster Area objectives, components, and indicators. The project will also develop a system of technical support locally to maintain the review process beyond the one-year project period.

Products: The overall outcomes of the project are to provide CNMI-PSS with specific technical assistance and training resulting in the completion and submission of the CNMI Self-Assessment Report to OSEP by May 2003; and the ability for the CNMI-PSS, through the development of a cadre of trainers, to provide for the ongoing technical support for reviewing progress of priorities identified in the CNMI Self-Assessment Report beyond the one-year project period.

Grant Number: H326X020004

Iowa's State Improvement: Implementing an Interagency Data System

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Beginning Date: 10/01/02
Ending Date: 9/30/03

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Purpose: This project will develop a coordinated interagency data system to support continuous improvement of services and desired outcomes for Iowa's children with disabilities and their families.

Method: The project will accomplish the following: 1) develop an interagency data system that will facilitate efficient, accurate reporting of information for federal and state compliance purposes; 2) develop a coordinated interagency system for data collection, analysis, and reporting that allows individual child and family identifiers

and allows collection of longitudinal data regarding referrals and identification; 3) develop a data system that will inform the lead agency about the services children and families receive when transitioning from Part C to Part B or other services and will provide the special education system with information about long-term outcomes for children; and 4) develop a coordinated interagency system that allows collection of data about services and service providers from multiple agencies, including medical and non-early intervention service providers. The Iowa Department of Education will establish a stakeholder group, commit current consultants, and contract with expert consultants in planning and technology to plan and implement a coordinated interagency data system.

Products: The effectiveness of a coordinated interagency data system will be measured by its success in achieving these outcomes: 1) improved interagency collaboration; 2) improved focused monitoring and compliance; 3) efficient reporting of information; 4) improved identification of eligible children; 5) improved services to children and families; 6) improved results for children and families served by Part C, Section 619, and Part B; and 7) children entering school with the cognitive, social, and language skills needed to learn.

Grant Number: H326X020005

Arizona Accountability Project

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Beginning Date: 10/01/02
Ending Date: 9/30/03

OSEP Contact: Larry Wexler
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Purpose: The Arizona Accountability Project will revisit and improve Arizona's Continuous Improvement Monitoring Process (CIMP) self-assessment to determine progress and to identify areas of improvement.

Method: Obtaining information that reflects the entire state is very difficult in Arizona because of the diversity in language, culture, geography, and school configurations. Project funds will be used to ensure participation by families and staff in school districts, charter schools, and private schools; on reservations; in rural and metropolitan areas; and in schools with small, medium, and large special education populations. The project will specifically focus on the issue of teacher credentialing and qualifications.

Products: The project will create a World Wide Web-based system capable of collecting, recording, and reporting teacher certification status to all stakeholders on demand.

Grant Number: H326X020006

IDEA General Supervision Enhancement Grant for the Guam Department of Education (GDOE), Division of Special Education - Part B and Part C Programs

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Beginning Date: 10/01/02
Ending Date: 9/30/03

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Purpose: The Guam Department of Education (GDOE) has requested the University of Guam's Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS) to provide technical support to meet the requirements of the U.S. Office of Special Education's Continuous Improvement Monitoring (CIMP) Process Self-Assessment Phase, and to enhance a data system to support the needs of the CIMP.

Method: The overall goal for the Guam CEDDERS is to facilitate the identification, collection, and analysis of data from target populations to meet the data collection requirement of the Self-Assessment Process. The second focus is to enhance the GDOE's data collection system to support the need of a CIMP beyond the Self-Assessment Process by the development of a Data Collection Procedural Manual and trained GDOE staff members who will be responsible for continuing the process in the future.

Products: The GDOE will build its capacity in data collection in order to make informed decisions and improve results for children with disabilities and their families.

Grant Number: H326X020007

IDEA General Supervision Enhancement Grant for the Federated States of Micronesia Department of Health, Education, and Social Affairs (FSM-DHESA) Special Education Program

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Beginning Date: 10/01/02
Ending Date: 9/30/03

OSEP Contact: Larry Wexler
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Purpose: Given the already limited resources of the Federated States of Micronesia's Department of Health, Education, and Social Affairs (FSM-DHESA) Special Education Program to meet an increasing demand for providing comprehensive early intervention, special education, and related services in remote and rural island communities, the FSM is requesting additional technical support from the University of Guam's Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS) to meet the requirements of the U.S. Office of Special Education Program's Continuous Improvement Monitoring Process (OSEP CIMP) Self-Assessment Phase, and more importantly, to develop a system of review for sustaining the efforts to address the recommendations identified in the Self-Assessment Report.

Method: The project objectives include assessing the existing supports and services provided for young children with disabilities and their families; addressing the diverse linguistic and cultural backgrounds of each FSM island state; implementing activities that incorporate fiscally efficient processes to operate each island state; and facilitating the process for identifying and obtaining relevant data sources in response to the OSEP CIMP Cluster Area objectives, components, and indicators.

Products: The overall outcomes of this project are for Guam CEDDERS to provide the state education agency and the island states with technical assistance and training resulting in the completion and submission of the FSM Self-Assessment Report to OSEP by May 2003, and to provide for the ongoing technical support for reviewing progress of priorities identified in the FSM Self-Assessment Report beyond the one-year project period.

Grant Number: H326X020008

Development of an Integrated Web-Based Special Education and Due Process Management and Tracking System

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Beginning Date: 10/01/02
Ending Date: 9/30/03

OSEP Contact: Larry Wexler
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Purpose: This project will enhance and integrate several data systems to create a unified Web-based system that will allow rapid access to both New York State Education Department (NYSED) staff and, as appropriate, district personnel and parents to information regarding compliance investigations, quality assurance reviews, due process hearings, and mediation.

Method: This system will record and have the capacity to analyze the patterns of regional and statewide compliance issues. It will also track and alert staff to the timeliness of due process hearings, compliance investigations, and the implementation of any required corrective actions. The project funds will be used to hire outside consultants who will work with NYSED staff to implement a business plan, develop the Oracle software necessary to move existing programs to an integrated Web-based platform, and train end-users.

Products: The expected outcomes include timely due process hearings and compliance investigations as well as timely corrective action by all districts and programs to resolve any identified compliance issues.

Grant Number: H326X020010

Oklahoma Data Management and Reporting System

Project Director: Burroughs, Jill
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Beginning Date: 10/01/02
Ending Date: 9/30/03

OSEP Contact: Larry Wexler
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Purpose: This project will develop and utilize the Oklahoma Data Management and Reporting System (ODMRS) to promote the use of valid and reliable data in order to determine the impact of special education and early intervention services. This data system will be developed to align with the data collection needs of the Continuous Improvement Monitoring Process (CIMP), which will improve results for children with disabilities. The ODMRS will develop a valid, coordinated, and comprehensive data management and reporting system to improve results for children with disabilities and evaluate need for systemic change.

Method: The plan of operation will be to respond directly to the specific needs for improvement identified through the CIMP, including feedback from the Steering Committee, the IDEA Part B Advisory Panel, and the Interagency Coordinating Council for Early Intervention, representative of a diverse group of stakeholders, over a ten-month period of time. The following objectives will be accomplished: 1) establish a system to efficiently determine compliance trends; 2) develop a comprehensive alternate assessment data system, which correlates with Child Count information to increase accuracy and accountability; and 3) increase the capability of the

current Part B and Part C data systems for collecting, analyzing, and reporting data to ensure that children exiting Part C receive Part B and/or other community services by their third birthday.

Products: The ODMRS will produce systemic reform in Oklahoma's educational system that supports students with disabilities to achieve high standards.

Grant Number: H326X020012

Kansas IDEA General Supervision Enhancement Grant: Collaborative Data System

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Beginning Date: 10/01/02
Ending Date: 9/30/03

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Purpose: The Kansas State Department of Education (KSDE) and the Kansas Department of Health and Environment (KDHE), which is the Part C Lead Agency, will make enhancements and modifications to the current individual child federal/state data collection systems used to provide data for the Kansas Continuous Improvement Monitoring Process (CIMP).

Method: The three goals addressed by this project are the following: 1) develop and deploy the Collaborative Data System, a SQL database system replacement for the current Student Management Information System stand-alone database; 2) develop and deploy methods for the exchange of individual child data between the Part C and Part B SQL database system; and 3) begin the development process of incorporating the KSDE Personnel Report database into the Collaborative Data System.

Products: The outcome of this project is to develop and deploy the Collaborative Data System (a SQL database) and accompanying report writer designed to provide KSDE, KDHE, local education agencies and early intervention networks with accurate, valid, measurable data for the Kansas CIMP.

Grant Number: H326X020013

Illinois IDEA General Supervision Enhancement Grant

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Beginning Date: 10/01/02
Ending Date: 9/30/03

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Purpose: This project will enhance and align the Illinois student and school data collection and analysis system with the data collection and analysis needs of the Illinois Continuous Improvement Monitoring Plan at the state and local levels.

Method: The Iowa State Board of Education (ISBE) will accomplish this project through ISBE coordination and oversight, contractual activities, and assistance provided by an advisory committee. ISBE will contract with a data systems provider with expertise in developing and implementing data collection and analysis systems, and with an evaluator with experience in evaluating such projects. The project objectives are the following: 1) ensure compilation of accurate, appropriate, and sufficient information through the Illinois student and school data collection and analysis system; 2) make available critical indicators on Illinois students and schools through a data profile that will assist stakeholders in improving outcomes for students with disabilities; 3) identify Illinois local education agencies (LEAs) most in need of compliance monitoring; and 4) evaluate the effectiveness of the project.

Products: As a result of this project, Illinois will collect and have access to valid and reliable data that will be used to improve outcomes for students with disabilities. Expected outcomes of this project include: 1) a comprehensive framework of information for designing an integrated system of data collection and analysis on the identified critical indicators regarding students with disabilities; 2) enhanced understanding by LEAs, parents, and public of key indicators on the status of students with disabilities, as it relates to completion of secondary education, transition to postsecondary opportunities, disciplinary actions, and placements in the least restrictive environment; and 3) an improved special education compliance monitoring system that focuses investigative and intervention resources on the LEAs most in need of improvement.

Grant Number: H326X020014

Closing the Achievement Gap

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Beginning Date: 10/01/02
Ending Date: 9/30/03

OSEP Contact: Larry Wexler
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Purpose: The "Closing the Achievement Gap" project will strengthen and enhance Ohio's Continuous Improvement Monitoring Process (CIMP) through Focus 3: developing or enhancing a process to conduct activities to plan improvement based on CIMP. The self-assessment conducted through the CIMP identified significant compliance and performance issues for students with disabilities.

Method: Two major contextual changes, in addition to CIMP findings, require a focus on improving results for students with disabilities. First, Ohio's general education reform effort, the Baldridge Approach for School Improvement and Performance Excellence, provides a window of opportunity for special education to be an integral partner in educational reform. Second, the recently enacted No Child Left Behind Act requires significant integration of general and special education data processing and intervention. Ohio will focus on two major need areas: 1) supports and services to children with disabilities in regular education settings; and 2) transition planning and implementation between Part C, early childhood education, and Part B services.

Products: "Closing the Achievement Gap" is a prototype professional development program that focuses on accessing the general education curriculum, including content standards in IEP goals and performance indicators, and differentiating instructional intervention to meet these standards. The project adopts a training-of-trainers model focusing on state agency personnel in multiple state agencies and the sixteen special education regional resource centers throughout Ohio. An initial cadre of trainers will be trained with the prototype.

Grant Number: H326X020017

Improving Data Systems to Support a Culture of Results — Focus Area Two

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Beginning Date: 10/01/02
Ending Date: 9/30/03

OSEP Contact: Larry Wexler
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Purpose: Montana's Office of Public Instruction (OPI) has developed a project to enhance the data systems used as the basis of the state's Continuous Improvement Monitoring Process (CIMP) at the state and local levels.

Method: Within OPI, serious weaknesses have been identified in the comprehensiveness and reliability of data currently gathered by the Division of Special Education, as well as within other programs, about students with disabilities. Activities will be conducted that will result in immediate improvements to the data systems operated at the state level that support the CIMP. At the local level, districts across Montana share some issues, but also have very unique needs regarding their collection, management, and use of data about students with disabilities. Local districts need guidance to improve the reliability of their data collection, as well as support to use local data to guide comprehensive educational planning. A diverse group of districts/counties has been identified to participate in pilot activities that will guide local efforts as well as ground state agency efforts to provide effective guidance and support to districts statewide. An enhancement proposal encompassing a comprehensive analysis of issues surrounding the move to a student-based data management system is also included in this project.

Products: The intended outcome of this cluster of activities is a set of recommendations that has the endorsement of all division administrators within the OPI that addresses long-term, systemic issues related to OPI's ability to adequately respond to current and future data requirements regarding students with disabilities.

Grant Number: H326X020018

Quality Improvement—Linking Together (QUILT): Improving Outcomes for Infants, Toddlers, and Youth with Disabilities

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Beginning Date: 10/01/02
Ending Date: 9/30/03

OSEP Contact: Larry Wexler
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Purpose: This project will strengthen the linkages across New Hampshire's system of services for children, birth through age 21, to ensure the timely provision of services, smooth transitions at significant points along the continuum, improved results, and successful outcomes for children with disabilities and their families.

Method: The project will accomplish the following objectives: 1) establish a joint improvement planning initiative, henceforth known as the Quality Improvement—Linking Together (QUILT) Project to direct the process of

continuous improvement; 2) develop a Joint Improvement Plan for the New Hampshire Department of Education (DOE) and the New Hampshire Department of Health and Human Services (DHHS) using the Authentic Task Approach, which results in improved outcomes for infants, toddlers, children, and youth with disabilities, focusing on data-based decision-making, cultural competency, parent and family involvement, transitions, and early literacy; 3) assist both the DOE and DHHS with the connection of elements of both Part B and Part C Improvement Plans to the Joint Improvement Plan; 4) address systemic barriers to improved early intervention, special education, related services, and successful transitions across the continuum as they relate to the Joint Improvement Plan; 5) ensure that emerging DOE and DHHS data systems are coordinated with all improvement plan data elements; 6) align and coordinate the efforts of the Improvement Planning process to the State's initiatives for special and general education reform including the State Improvement Grant and the Best Schools Leadership Initiative; and 7) develop the capacity of DOE and DHHS to sustain continual improvement efforts.

Products: The following outcomes of this project will result: 1) a Joint Improvement Plan will be developed by February 2003 aligned with the improvement planning phase of the Continuous Improvement Monitoring Process (CIMP), including desired outcomes for improvement, statements of evidence of change, benchmarks, and strategies to improve outcomes for infants, toddlers, children, and youth with disabilities; 2) the Joint Improvement Plan will be aligned with Part C and Part B Improvement Plans, with clear evidence to support desired outcomes for each plan and with the U.S. Office Special Education Programs monitoring visit recommendations; 3) systems barriers that impact on collection and use of data for data-based decision making will be identified and addressed, resulting in a comprehensive, multi-tiered system of data for both Parts B and C; 4) all CIMP Improvement Planning efforts will be aligned or coordinated with New Hampshire initiatives for general and special education reform, such as the Best Schools Leadership Initiative, and 5) the capacity for coordinating and implementing all three improvement plans will be grounded in the infrastructure created by the DOE and DHHS.

Grant Number: H326X020019

Florida's General Supervision Enhancement Grant

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Beginning Date: 10/01/02
Ending Date: 9/30/03

OSEP Contact: Larry Wexler
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Purpose: The focus of Florida's Enhancement Grant is on developing or enhancing state systems to identify, disseminate, and implement promising educational or early intervention practices based on research.

Method: Through collaborative planning between Part C and Part B state staff and stakeholders, needs were identified and activities designed to address the focus area and associated needs. The project will implement a single major goal and three objectives. The project's goal is to enhance the capacity of Florida's system of professional development to provide quality personnel development focusing on promising, research-based educational and early intervention practices to improve outcomes for children with disabilities ages birth through five. The three objectives are the following: 1) an Enhancement Grant Management Team will design, implement, and explore continued support for a coordinated management process for developing, reviewing, and monitoring targeted contracts with the participating regional professional development partnerships; 2) participating regional partnerships will design and implement professional development activities to address two of the three state priority topics of natural learning environments, transitions, or family-centered supports and practices; and

3) participating regional partnerships will monitor, evaluate, and report progress on implementation of professional development activities. The Enhancement Grant will accomplish the goal and the objectives through working with the existing regional Comprehensive System of Personnel Development (CSPD) Professional Development Partnerships. Five pilot regional partnerships will be selected through competitive applications, covering a one-year time period, to design and implement professional development activities, targeting personnel who provide early intervention and educational programs and services to infants and young children ages birth through five with disabilities.

Products: Through the regional partnerships' implementation of the professional development activities, it is anticipated that the following needs will be addressed: 1) provide for a coordinated implementation of selected Part B and C State Improvement Plan strategies, utilizing an existing and effective structure; 2) address common priority topics for professional development targeted to shared populations of personnel, through a systematic process to identify, adopt/adapt, and disseminate promising, research-based education and early intervention practices; and 3) increase the likelihood of creating the necessary systemic changes leading to improved outcomes for infants and young children with disabilities, through enhancement of the regional partnerships focus to encompass a birth through age 20 focus.

Grant Number: H326X020020

Maine IDEA General Supervision Enhancement Grant

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Beginning Date: 10/01/02
Ending Date: 9/30/03

OSEP Contact: Larry Wexler
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Purpose: The Maine Department of Education (MDOE) will develop a Comprehensive Continuous Quality Improvement Monitoring System for ages 0-20 special education and related services that incorporates early intervention programs, K-12 public and private schools, state-operated programs (special education and juvenile justice), and vocational education programs.

Method: The system will be aligned with the reporting, monitoring, and accountability requirements of IDEA (specifically the U.S. Office of Special Education Program's Biennial Performance Report and Continuous Improvement Monitoring Process and GPRA indicators), the No Child Left Behind Act, the Carl D. Perkins Vocational and Technical Education Act, and the U.S. Department of Education's Rule 236 (Applied Technology). The monitoring system will be based on multi-source data and results; self assessments at program, school, and district levels; building the capacity of all staff to review and evaluate data; and developing and implementing data-based continuous improvement plans. Based on a comprehensive needs assessment, the project has identified three goals: 1) develop a comprehensive system based on the principles of a focused monitoring system that decreases data redundancy and increases integration, coordination, and alignment of data elements and indicators with federal legislation; 2) conduct and evaluate, through an external evaluator using a multi-case study comparison design, a pilot of the monitoring system in six volunteer local education agencies (LEAs) and Child Development Services (CDS) Regional Sites (Part C) once state, LEA, and CDS personnel have been trained; and 3) review the pilot summary and evaluation reports on the monitoring system and make appropriate decisions and plans for statewide implementation.

Products: A comprehensive system guided by continuous improvement methods will provide additional data and information, ensure compliance with IDEA, and result in improved outcomes for infants, toddlers, children, and youth with disabilities while simultaneously improving the coordination of monitoring, accountability, and reporting within the state of Maine.

84.326Y
National Center on Monitoring and Evidence-Based Decision-Making

Grant Number: H326Y020001

National Center on Monitoring and Evidence-Based Decision-Making

Project Director: Coulter, W. Alan
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Beginning Date: 10/01/02
Ending Date: 9/30/07

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Purpose: This project will contribute to improved outcomes for students with disabilities by assisting state and local education agencies and the U.S. Office of Special Education Programs (OSEP) to implement and productively use a focused monitoring system.

Method: The activities of the National Center on Monitoring and Evidence-Based Decision-Making will be organized into three components: data utilization, implementation assistance, and dissemination and model advancement. In practice, these components will be integrated to achieve state- and local-specific implementation of effective monitoring and decision-making practices. Project activities will include working with state partners and other resources to complete an on-site sequence of data development, monitoring implementation, and effective use of evidence to adjust state and local educational programs. The protocols to guide this sequence of informed-assistance have been developed and applied with four states. A set of quality indicators have been developed and pilot-tested. During the project, further refinements to protocols for assistance and decision-making will be accomplished, used, and reported. A national advisory board will include members of the primary constituencies concerned with effective monitoring. Faculty employed by the host agency will be available for focused efforts for the Center, including faculty in the following areas: early childhood special education; education; occupational, communication, and physical therapies; psychology, social work, special education, urban studies, vocational rehabilitation, and related disciplines.

Products: The Center will provide continuing assistance for states to foster student-focused outcomes. The project will develop centralized capacities that states can access, for example, a World Wide Web site with information and example materials, and will actively disseminate progress reports and findings of the Center. Assistance will be provided to OSEP as scheduled and as opportunities arise.

CONTRACTS

Contract Number: ED98CO0072

Federal Resource Center for Special Education

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Beginning Date: 10/01/98
Ending Date: 9/30/03

OSEP Contact: Marie Roane
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Purpose: The Academy for Educational Development (AED), in collaboration with its partner, the National Association of State Directors of Special Education (NASDSE), and a team of experts, will continue operating the Federal Resource Center for Special Education (FRC). The project is committed to the task of informing people about the Individuals with Disabilities Education Act Amendments of 1997 (IDEA 97) in order to improve results for children and youth with disabilities. To achieve this, the project will strengthen the following services: 1) coordination and collaboration; 2) knowledge dissemination and technical assistance; and 3) research syntheses and reporting. AED will support new strategies for using technical assistance and information for effective problem-solving and decision-making to achieve the following purposes: 1) to assist State Education Agencies (SEAs) through the Regional Resource Centers (RRCs) and their partners with the process of planning systemic change to improve the results of early intervention, education, and transition for children with disabilities; 2) to promote systems change through a multi-State or regional framework; 3) to increase the depth and utility of information in ongoing and emerging areas of need identified by the RRCs and SEAs; and 4) to promote communication and information exchange among SEAs and their partners, based on the needs identified.

Method: The project will carry out the following tasks in a fully integrated manner to create a framework for FRC operations: 1) establish an Advisory Group; 2) synthesize and report the educational, related services, transitional, and early intervention needs identified by SEAs in State Program Improvement grant applications; 3) develop and carry out a plan for systemic coordination and collaboration with existing Technical Assistance and Dissemination (TA&D) projects; 4) identify and disseminate effective systemic change strategies; 5) identify, synthesize, and disseminate information on effective new TA&D strategies; 6) plan and conduct a meeting of TA&D providers; and 7) develop a Performance Measurement System. The vision of this project includes an active and efficient exchange between and among RRCs, specialized technical assistance networks, and general education technical assistance providers. Through AED's expanded and enhanced networks that reach beyond special education to regular education and other government agencies, the FRC will function as a catalyst for systems change by facilitating effective use of the OSEP-funded technical assistance and information network by the States.

Products: The FRC will prepare a report of the educational, related services, transitional, and early intervention needs identified by SEAs in State Program Improvement grant applications. It will also report on coordination and collaboration activities involving existing Technical Assistance and Dissemination (TA&D) projects, with information on methods of TA&D available through each provider, the audiences that each TA&D provider serves, and costs and availability of the TA&D. The FRC will produce these materials in written, electronic,

alternative media, and accessible formats as appropriate and will place them on the FRC's Web site. Other products include an annual conference for TA&D providers, and a Web-based newsletter.

Contract Number: ED99CO0026

OSEP-ERIC Special Project under ERIC Clearinghouse on Disabilities and Gifted Education

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Beginning Date: 1/01/99
Ending Date: 12/31/03

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Purpose: The OSEP/ERIC Special Project has the goals of increasing the dissemination of research and improving the translation of research findings into products that are comprehensible and useful to practitioners. It aims to promote communication and networking among researchers, so that they are aware of each other's work and can link their knowledge to other research knowledge to produce better, more usable, more valid research results.

Method: The project will achieve these goals through three types of activities: 1) database development, which involves maintenance and updating of the OSEP-wide database of information about funded projects; 2) information analysis and product development, which involves development of products and services that "translate" and disseminate research information to a variety of target audiences in a variety of formats and media; and 3) conferences, which involves organizing conferences that provide professional development and networking opportunities for OSEP-funded researchers and doctoral training grantees and that foster discussion of, and inquiry into, emerging issues in special education. The project plays an important role in the implementation of OSEP's strategies for achieving the objectives and outcomes specified by the Government Performance and Results Act for IDEA's discretionary programs.

Products: The project's product line includes print and electronic publications designed to spread word of research projects in progress and to bring established research findings to bear on educational practice. Products will include: "News Briefs" (a Web-based product), "Research Projects Directory" (a print and Web-based product), "Research Connections" (a topical biannual research newsletter), "ERIC/OSEP Digests, and occasional publications. Other project products include the database of funded projects, which is used to meet the information needs of OSEP staff and OSEP grantees, and the annual conference for researchers and doctoral training grantees.

Contract Number: ED01CO0082

Technical Assistance in Data Analysis, Evaluation, and Report Preparation

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Beginning Date: 10/01/02
Ending Date: 9/30/07

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Purpose: Westat and the National Association of State Directors of Special Education (NASDSE) propose to address the information needs of OSEP and the states stemming from the 1997 amendments to IDEA.

Method: The two contracted organizations will assist OSEP in developing the capacity to collect and analyze valid, reliable, and comparable data for reporting, program planning, and evaluation; conducting studies to analyze significant issues and trends in special education; assisting OSEP in providing guidance to state and local educators on education reform issues such as assessment, accountability, indicators, and evaluations; assisting states to build the capacity to collect valid, reliable, and comparable data; facilitating information exchanges among federal, state, and local educators on common concerns and goals; and obtaining, organizing, and analyzing information from multiple sources for reporting on progress in implementing IDEA, including the effectiveness of state and local efforts to implement the act.

Products: Westat and NASDSE intend to provide the support OSEP and states will need to meet their new responsibilities mandated by the reauthorization of IDEA, as well as OSEP's responsibilities under the Government Performance and Results Act (GPRA).

Contract Number: ED01CO0112

National Early Childhood Technical Assistance Center

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Beginning Date: 10/01/01
Ending Date: 9/30/03

OSEP Contact: Peggy Cvach
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Purpose: The National Early Childhood Technical Assistance Center will support the national goal that all eligible infants and toddlers with disabilities ages birth through 2 years and their families receive comprehensive, high-quality early intervention services and that young children with disabilities ages 3 through 5 receive a free appropriate public education including special education and related services. This project of the Frank Porter Graham Child Development Institute of the University of North Carolina at Chapel Hill will work cooperatively with the National Association of State Directors of Special Education (NASDSE) and the PACER Center to strengthen state and local systems to ensure that eligible young children and their families benefit from quality supports and services that are culturally appropriate and family centered.

Method: To accomplish its mission, the project will carry out the following activities: 1) support each state and jurisdiction in developing a strategic State Work Plan that articulates issues and needs, identifies existing strengths and resources, and develops strategies for building state and local system capacity to improve services for young children with disabilities and their families; 2) promote collaborative partnerships among technical assistance systems and early childhood initiatives focused on the common goal of improving and expanding services to young children with disabilities and their families; 3) determine and respond to barriers to achieving the vision of the Individuals with Disabilities Education Act through generating and/or synthesizing knowledge and facilitating the transfer of research to practice; and 4) coordinate and deliver technical assistance to target audiences at the national, state, and local levels to improve results for children with special needs and their families as determined by the needs identified through the State Work Plan processes.

Products: Based on the needs of states and jurisdictions, the Center will provide an array of services such as consultations, training, products, conference calls, and a national meeting in Washington, D.C. Other products

will include a Web site at http://www.nectac.org, the *Section 619 Profile, Part C Updates*, a compilation of information about OSEP early childhood and other relevant discretionary grants, and materials developed in response to needs identified across states during the State Work Plan Process.

Parent Training and Information

84.029R
TECHNICAL ASSISTANCE TO PARENT PROJECTS

Grant Number: H029R970002

Technical Assistance Alliance for Parent Centers

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Beginning Date: 10/01/97
Ending Date: 3/31/03

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Purpose: This project of the PACER Center intends to establish The Technical Assistance Alliance for Parent Centers to assist families of infants, toddlers, children, and youth with disabilities. It will create a technical assistance delivery system to enable parent centers to better meet the growing needs of the families of children and youth with disabilities that they serve.

Method: The project will develop technology for online access and for the creation of a communications network for the delivery and collection of information. It will construct an administrative structure with a cultural awareness to increase cultural competency and accessibility in its publications and technical assistance activities. Through its electronic network, conferences, meetings, and dissemination efforts, the project will build collaborative relationships with stakeholders, national clearinghouses, regional resource centers, other national dissemination projects, and with representatives of the business community and the media. It will assist parent centers to develop outcome evaluation processes for their own activities and it will use technology to collect and summarize outcome evaluation data to help document the collective impact of parent centers nationally.

84.328C
COMMUNITY PARENT RESOURCE CENTERS

Grant Number: H328C000021

Urban Pride: Empowering Families of Children with Disabilities in Traditionally Underserved Communities

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Beginning Date: 10/01/00
Ending Date: 9/30/03

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Purpose: Urban Partnerships and Resources for Information on Disability and Education (Urban PRIDE) of Roxbury, Massachusetts, in collaboration with Island Parent Educational Support and Training (IPEST) Center of Martha's Vineyard, two grassroots community-based parent groups that share a primary commitment to traditionally un/under-served multicultural families and other caregivers who have children with disabilities and self advocates, will establish a community parent resource center serving urban and rural families.

Method: The project will provide information, training, and a broad range of supports for parents and other caregivers of infants, toddlers, children, and young adults with disabilities and self-advocates in Roxbury and Martha's Vineyard to: support their ability to participate fully in educational decision-making processes; and obtain information and access the range of options, programs, services, and resources available at the local, state, and national level for children with disabilities and their families. Additionally, the project will mentor Parent Associates to expand the capacity of the project to serve families. Five major goals of this project are the following: 1) design outreach and collaborative activities to enable parents, other caregivers, young adults with disabilities, and professionals to access information and training and support services offered by Urban PRIDE/IPEST and to be mutually supportive; 2) design and provide high quality, comprehensive, and accessible information, training, and support services to traditionally underserved families and other caregivers of children with disabilities and transition-aged young adults with disabilities living in the targeted communities to increase their capacity to participate effectively in achieving quality educational outcomes and the full benefits of the Individuals with Disabilities Education Act of 1997; 3) organize, develop, train, and support a network of Parent Associates to extend the reach of the project into traditionally underserved communities; 4) provide a system of flexible supports and assistance for families to help them access services and negotiate the service system maze; and 5) expand the expertise and capacity of urban and rural multicultural organizations to develop their capacity to serve the needs of people with disabilities within the context of their service systems.

Products: The results of the project will be: 1) the development of comprehensive approaches to address the identified information, training, and support needs of families of children with disabilities and transition-aged youth within and across the target communities; 2) increased cohesion and expansion of family and community supports for the education and transition of students with disabilities; 3) increased strategic interactions of child/family serving agencies on behalf of families and children with disabilities through the establishment of a network of community-based, state, and national organizations; and 4) an increase in the number of parents and other caregivers and self-advocates participating in educational decision-making processes including the development of IEPs, IFSPs, and transition plans in the target communities.

Grant Number: H328C000022

Education for Parents of American Indian Children with Special Needs

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Beginning Date: 10/01/00
Ending Date: 9/30/03

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Purpose: The EPICS Project (Education for Parents of Indian Children with Special Needs) will establish an innovative program which will provide local parent training and information to underserved American Indian parents who live in urban and reservation communities in New Mexico. The overarching goal of the project is to empower parents from the time of their child's birth through all levels of the educational system. The project will ensure that parents whose children have special needs or disabilities will receive information that increases their understanding of and access to the educational benefits of the Individuals with Disabilities Education Act (IDEA). Many of the Indian parents to be served through this project have limited English proficiency, experience racial or cultural bias, and lack access to information technology. These factors create significant barriers that inhibit their understanding of the rules, requirements, and procedures used by educational institutions and health care systems.

Method: The project will provide comprehensive and culturally appropriate training, information, and support services to families of infants, toddlers, and youths with disabilities who live in traditionally un/underserved American Indian reservation communities in New Mexico. The planned outcomes for parents will be increased knowledge and skills which will enable them to: 1) understand their children's special needs; 2) provide follow-up support for the educational programs of their children with disabilities; 3) communicate more effectively with special and regular educational personnel and other relevant professionals; 4) participate more fully with providers in the educational decision-making process, securing the services that are guaranteed to them under IDEA; 5) obtain information about the range of services and resources available at national, state, and local levels to children with disabilities and their families; 6) understand the provisions for educating children with disabilities under IDEA 1997; and 7) participate in school reform activities.

Products: The project will actively collaborate and coordinate with school systems, state agencies, health care providers, and parent and consumer organizations at local, regional, and national levels. During the second and third year of the project, it is anticipated that elements of the project's training model will be replicated by educational, health, and social service organizations in ways that extend the reach of parent empowerment activities to other Native American parents in New Mexico.

Grant Number: H328C000035

Family Information Network on Disabilities of Louisville (FIND of Louisville)

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Beginning Date: 10/01/00
Ending Date: 9/30/03

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Purpose: FIND of Louisville addresses the need to enhance the knowledge and skills of parents of children with disabilities, to ensure their effective participation in decisions regarding educational and related services. Louisville/Jefferson County is Kentucky's most urban area and contains significant populations of parents from historically underserved groups—low-income, minority, and immigrants with limited-English-speaking capabilities. FIND of Louisville expands an existing parent outreach program to provide targeted information, training, and parent-to-parent support that engages parents in appropriate roles as provided in Sections B and C of the Individuals with Disabilities Education Act (IDEA). While the project scope encompasses the whole of Jefferson County, attention is particularly focused on areas of the county containing significant populations of underserved parents, including those neighborhoods in the federally-designated Louisville Enterprise Community.

Method: FIND of Louisville is designed to attain three broad goals: 1) enhance knowledge and skills of parents of children with disabilities; 2) form community networks of parents to provide ongoing support and advocacy; and 3) build the capacity of existing organizations and agencies to appropriately address issues of disability in their work with parents. The project builds upon an emerging local infrastructure that connects persons in depressed areas of the city and county with needed resources and services. It operates through neighborhood-based community centers and school-based family resource centers to identify parents of children with disabilities, connect parents with a support network of "Parent Partners", disseminate information packets addressing parents' questions, and provide focused training on issues identified by parents as priorities.

Products: In addition to parent training and information dissemination activities, the project will conduct leadership training to build a cadre of local parents who conduct training, support and advocacy activities, and orientation sessions to acquaint agency personnel with issues and barriers facing parents of children with disabilities.

Grant Number: H328C000044

A Homegrown Rural Recipe for Parent Involvement in Special Education — Serving Rural Families in the Appalachian Region of Pennsylvania

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Beginning Date: 10/01/00
Ending Date: 9/30/03

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Purpose: The Mentor Parent Program will achieve the following: 1) provide information and training to parents of children with disabilities to enable them to participate more fully and effectively with professionals in meeting the educational needs of their children; 2) provide training to parents of children with disabilities who will, in turn, act as Mentor Parents in the delivery of services for this program; and 3) provide in-service training and/or information to educators and service providers about the needs and rights of parents of children with disabilities.

Method: The Mentor Parent Program, a community-based parent program serving the rural economically and educationally disadvantaged population of the Appalachian region of northwest and northcentral Pennsylvania, has been addressing the problems of reaching parents who are impoverished, undereducated, often illiterate, and geographically isolated because of the rural region where they live. The program serves parents and families who have children (ages birth through 21) with developmental disabilities. The program provides a means to extend a comprehensive menu of services to a community that is drastically underserved by providing the

following assistance through training, information dissemination, and one-to-one mentoring: 1) help parents understand the nature of their child's disability and their educational and developmental needs; 2) communicate effectively with personnel providing special education, early intervention, and related services; 3) participate in decision-making processes and the development of IEPs and IFSPs; 4) obtain appropriate information about the range of options, programs, services, and resources available; 5) understand the provisions of IDEA; and 6) participate in school reform activities.

Products: The Mentor Parent Program will provide direct services to 1,050 families. Parents and families of children with developmental disabilities will become empowered to become full and active participants in the mutual determination of their child's educational programming.

Grant Number: H328C010001

PADDA Community Parent Resource Center

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Beginning Date: 10/01/01
Ending Date: 9/30/03

OSEP Contact: Lisa Gorove
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Purpose: This Community Parent Resource Center will provide training, support, and information in advocacy for early intervention and special education to a diverse group of underserved parents in the Hampton Roads/Tidewater area of Virginia. This area includes two Enterprise communities (Norfolk and Portsmouth) and an Empowerment Zone (Norfolk). The project will focus on the needs of families from the 14 military installations in the Hampton Roads area and families whose children have become involved with the juvenile justice system.

Method: The resource center of the People with Attentional & Developmental Disabilities Association will serve the parents of infants, toddlers, and children with a full range of disabilities by helping parents to effectively use procedural safeguards, communicate effectively with service providers, participate in decision-making processes in the development of IEPs and IFSPs, and understand the provisions of IDEA. The project will also encourage parents to use mediation; and will network with national, state, and local organizations and agencies.

Products: PADDA will conduct workshops to train parents in understanding special education services and their rights; present an annual conference on developmental disabilities and special education; present monthly seminars; and accompany parents of children with disabilities through the special education process.

Grant Number: H328C010002

Family Resource Center Project

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Beginning Date: 10/01/01
Ending Date: 9/30/03

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Purpose: The Family Resource Center Project (FRCP) is a partnership between the Down Syndrome Association of San Diego and the Exceptional Family Resource Center designed to establish a collaborative family-centered model of support using a multicultural, multilingual approach in providing resources, training, and information to underserved populations. The project will expand service and outreach to the targeted population, which is families with low socioeconomic status and limited English proficiency.

Method: The project will provide parent-to-parent support and dissemination of information and resources by parents of children with disabilities. Culturally competent services, supports, individualized assistance, and training opportunities will be offered to help parents understand how to effectively access and use the educational system and supports created by IDEA. To facilitate maximum outreach to families who are isolated, a "mobile" outreach resource component will be developed to offer one-on-one support, information, resources, and individualized training opportunities.

Products: The project will provide targeted families, special education and related services agencies, parent organizations, consumers, and professionals with opportunities to build individual and system-wide capacity to communicate more effectively, participate more equitably, and improve relationships between and among themselves.

Grant Number: H328C010006

Parent Support Team

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Beginning Date: 10/01/01
Ending Date: 9/30/03

OSEP Contact: Lisa Gorove
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Purpose: This project of Families Involved Together (FIT) will develop a peer support organization for parents of children with special needs who have low economic or minority status. FIT will provide support, education, and advocacy to these families, with an emphasis on special education.

Method: The project provides services through support groups, educational workshops, an annual conference, a newsletter, participation in the citywide Special Education Advocacy Project coalition, phone support, community advocacy, and other specialized projects. FIT provides families with the tools they would otherwise never receive but very much need in order to cope with their child's disability and come prepared to plan as equal partners for their child's care and treatment. FIT engages and prepares parents to form partnerships with educators, implement their role as parents, and resolve conflict as established by IDEA standards.

Products: Expected outcomes for families and professionals will be increased knowledge and skill levels in the areas of communication between parents and educators and other professionals; legal rights of families of children with disabilities; methods of fostering consistent and knowledgeable participation by parents in the decision-making process regarding education of their children; ongoing vigilance and partnering to ensure that educational programs are implemented appropriately; and maintaining awareness of available resources for children, parents, and school personnel.

Grant Number: H328C010007

Burke County Parent Resource Center

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Beginning Date: 10/01/01
Ending Date: 9/30/03

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Purpose: This project will establish the Burke County Parent Resource Center which, in collaboration with community programs and organizations, will provide parent training and information to families of infants, children, and youth with disabilities. The Center will focus specifically on Hispanic, Hmong, and low-income parents who are traditionally underserved.

Method: Center efforts will focus on activities that enable parents to participate more effectively in helping their children with disabilities to achieve developmental goals in early intervention or school and to be prepared to lead productive, independent adult lives. This will be accomplished by providing training and information in a culturally sensitive and appropriate manner, assisting parents to understand procedural safeguards, helping parents better understand their children's disabilities and educational needs, and promoting parents' abilities to communicate effectively with personnel responsible for providing early intervention, special education, and related services. The project will also focus on increasing parent decision-making involving development and implementation of their children's IFSPs or IEPs, increasing awareness and use of a broad range of community resources, promoting parents' understanding of IDEA, and increasing parents' participation in school reform activities.

Products: Project activities will help increase the targeted parents' knowledge and skills to influence the provision of early intervention, special education, related services, and community resources. The project will work with professionals to improve their ability to engage families who are Hispanic, Hmong, or have low economic status in obtaining needed resources. These two focuses will help build local capacity to expand and improve services to underserved populations as they are enabled to participate more effectively in helping their children with developmental disabilities.

Grant Number: H328C010015

United We Stand: A Community Parent Resource Center

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Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Donna Fluke
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Purpose: This project will build on the resources of United We Stand (UWS), a community-based parent support program to serve culturally diverse families with children with disabilities in Brooklyn, New York. Directed and staffed by parents who reside in the community, the program provides information and support as well as direct assistance in meeting life needs to culturally diverse families who have a child with a disability, so that the

parents can become more knowledgeable about the needs of their child and their rights and responsibilities under IDEA.

Method: UWS will build on its existing services and supports to better meet the needs of the unserved and underserved parents with children and youth with disabilities who require assistance in meeting their basic life needs to be in a position to participate in decisions about services for their children. The project will provide these parents with culturally relevant training, support, and information about disabilities, positive behavioral support strategies, disability resources, and parents' rights and responsibilities under IDEA. It will train and support parents who wish to serve as parent trainers or parent support group facilitators. In-service training opportunities will be provided through workshops and conferences for providers to enhance their understanding of the needs and realities of underserved culturally diverse families who have children with disabilities and strategies for enhancing the support they provide to these families.

Products: UWS is expected to serve 300 families in year one of the grant, 1,400 families in year two, and 600 families in year three. UWS will provide culturally and linguistically appropriate ongoing informational and emotional support to parents about disabilities, resources, parental rights and responsibilities, mediation, school reform issues, cultural diversity, self-esteem, and positive behavioral support strategies to enable them to participate as partners in educational decision-making for their children.

Grant Number: H328C010017

Providing Community-Based Parent Information and Support to Latino Parents Who Have Children with Disabilities

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Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Donna Fluke
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Purpose: This project will build on existing services of Discapacitados Abriendose Caminos (DAC), a community-based parent support program that serves Latino families who have children with disabilities in St. Paul, Minnesota. DAC provides information and support, as well as assistance in meeting life needs, to Latino families who have a child with a disability, so that parents will be more knowledgeable about the needs of their child and about their rights and responsibilities under IDEA.

Method: The project will inform more Latinos in the community about its services and will provide culturally relevant training for these families, information for their participation as partners in educational decision-making, and training for some to become support parents.

Products: DAC will serve 125 families in the first year, 150 families in year 2, and 200 families in the third year of the grant. Each family will receive assistance with basic life needs to enable them to focus on the disability-related needs of their children. They will receive culturally and linguistically appropriate informational and emotional support to help them participate as partners in educational decision-making for their child and to assist in growing professionally through training to become support parents.

Grant Number: H328C010018

Community Parent Resource Center Serving the Denver Enterprise Community

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Beginning Date: 10/01/01
Ending Date: 9/30/03

OSEP Contact: Peggy Cvach
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Purpose: This project will ensure that underserved parents of children with disabilities who live within the Denver Enterprise Community, including low-income parents, parents of children with limited English proficiency, and parents with disabilities, have the training and information they need to enable them to become strong advocates for their children.

Method: The project will work directly with families to increase their knowledge of special education law and school reform, and will also work with community agencies that provide other human services to underserved families to help them in understanding IDEA and promoting full participation in community life for youth and adults with disabilities. Specific activities will include: 1) conduct outreach to public schools and agencies that serve underserved families; 2) provide intensive training, coaching, and mentoring on IDEA to families and staff at key grassroots agencies within the Denver Enterprise Community; 3) develop training curricula and materials on topics related to helping families become strong advocates for their children, and translate these materials into Vietnamese and Spanish; and 4) provide intensive one-to-one assistance to underserved families in their native language.

Products: The project will develop culturally relevant materials and will conduct 20 trainings on such topics as parents' roles in school improvement and working through conflict in the educational system.

Grant Number: H328C010019

Community Parent Resource Center

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Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Donna Fluke
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Purpose: The Wisconsin Family Assistance Center for Training, Education, and Support (FACETS) will provide training and information to low-income and minority families of children with disabilities who live in Milwaukee. The project is designed to provide culturally sensitive services that recognize and respect the families' individuality and identity. Through close association and collaboration with community groups and organizations, the project will provide an array of services such as peer support, training and information, resource sharing, and leadership building.

Method: Through parent support groups, the project will enable parents to better understand the nature of their children's disabilities and their educational and developmental needs. The project will provide workshops to

enable parents to communicate more effectively with personnel responsible for providing services to their children and to participate more fully in the decision-making process and the development of IEPs and IFSPs. Information dissemination will provide information about the range of options, programs, services, and resources available to assist children with disabilities and their families.

Products: The project will provide information on IDEA and other disability issues and will train parents to become parent leaders in their communities, in order to provide parents of children with disabilities the knowledge, skills, information, and support they need to fully participate in the decision-making process about their children's education so that the children can be prepared to lead productive independent adult lives to the maximum extent possible.

Grant Number: H328C010021

Community Parent Resource Center

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Beginning Date: 10/01/01
Ending Date: 9/30/04

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Purpose: The Virgin Islands Family Information Network on Disabilities (VI FIND), the only parent training and information center in the U.S. Virgin Islands, trains and provides information to parents, teachers, related agencies, service providers, and the general population about students with disabilities and their needs and rights under IDEA.

Method: Training workshops will reach over 750 parents of children with disabilities who have never been targeted before, from those with infants and toddlers with developmental delays through those with school-age children with disabilities on all three islands. The project will identify, target, reach, and assess 120 parents of children with disabilities who live in isolated and unserved areas of the Virgin Islands. It will provide individualized materials and support services to parents of 120 toddlers and preschool children with developmental delays in target areas and conduct specific outreach programs for the Spanish-speaking communities. It will also provide training to parents in effective communications skills so they can better understand and seek their rights under IDEA. A dozen parents each year will be trained to serve as group leaders, parent trainers, and advocates.

Products: The main outcome of the project will be continued and expanded services to parents of children with disabilities, provided through direct referrals, on-going individual help, training in advocacy and problem-solving skills, mediation, and follow-through on issues related to the needs of their disabled children. Special attention will be given to reach parents who live in very remote and isolated parts of the islands. Outreach will be accomplished by dissemination of brochures and radio public service announcements. In addition, the project will reach out to local schools and special education teachers and the community at large.

Grant Number: H328C010028

All Our Children — A Proposal to Establish the Northeast Washington Resource Center for Parents of Children with Disabilities

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Beginning Date: 10/01/01
Ending Date: 9/30/03

OSEP Contact: Lisa Gorove
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Purpose: This project will support a parent training and information center at All Our Children, a community service organization made up of parents of children with disabilities, special services professionals, and concerned community members located in rural Northeast Washington state. The project will be centered at the main campus of rural Riverside Schools and will build cost-effective local capacity.

Method: Professionals will train experienced parents of children with disabilities to serve as mentors, community outreach workers, and information specialists. Priority will be given to building and disseminating a grassroots alternative dispute resolution system. Staffed by parents of children with disabilities and others with disabilities, the center will serve as a portal to special services in cooperating districts and to a full network of private and public agencies. Underserved parents of children with disabilities will be referred by project partners to the center for information and support. These parents will also serve as outreach workers because the isolation produced by extremely rural areas requires proactive engagement.

Products: The project will expand a grassroots, participatory resource center where parents can fully participate in professional planning, evaluation, placement, and delivery of services. It will build networks and share information in various media to empower parents in the various and essential aspects of their children's social, educational, and economic lives and to develop the parents' abilities to understand and use alternative forms and methods of dispute resolution. The center will feature its own web page, computers to enable parents to access information and services, video projects and theatre produced by local students with disabilities, and a full complement of printed information.

Grant Number: H328C010029

Community Parent Resource Center

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Beginning Date: 10/01/01
Ending Date: 9/30/04

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Purpose: This project will continue and expand the resources of Parent to Parent of Miami, which has the goal of building and sustaining an active network of parents whose common interests in their children binds them together to help their children achieve their highest potential and live independently. The organization works to

empower families of children with disabilities by providing peer support, training, information and referral, emergency assistance, and advocacy.

Method: The project will continue its outreach to the community, particularly to African American families with children with disabilities and to fathers who have children with disabilities. The project will develop more cooperative interagency agreements to provide parent training and support to address the needs of children with disabilities and it will serve as a non-biased and independent liaison between parents and personnel responsible for providing education, intervention, and related services. It will advocate for families in the development and implementation of IEPs and IFSPs and educate parents to understand and access early intervention services, procedural safeguards, and mediation processes. It will serve the chronically underserved and isolated populations who face the most severe barriers to accessing resources and assistance, and it will provide technical assistance to parent groups in other communities attempting to establish similar organizations.

Products: The project will increase the outreach efforts of Parent to Parent and provide support, training, and leadership activities for families who have children with disabilities, with targeted outreach to families of African-American descent. It will also develop a support group for fathers who have a child with a disability and provide them with support, training, and leadership activities. Over 900 families in the Miami area each year will receive information and technical assistance from one of the project's family support parent trainers.

Grant Number: H328C010030

Hispanos Unidos para Ninos Excepcionales

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Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Donna Fluke
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Purpose: Hispanos Unidos para Ninos Excepcionales (HUNE) is a community parent resource center for Hispanic parents of children with disabilities in the Philadelphia school district. This project aims to increase knowledge and understanding of educational problems and issues by Hispanic parents of children with disabilities, by strengthening their ability to be effective advocates for their children through intense training sessions and workshops. These parents will then be able to assist other parents of children with disabilities.

Method: HUNE will create a core team of ten parents of children with disabilities to help provide training and support to 200 Hispanic parents with disabilities and parents of children with disabilities. It will establish a parent support group, expand and improve services to parents, develop a training module on transition for parents in English and Spanish, and provide training sessions on transition from school to independent living.

Products: Through the efforts of this project, the Hispanic community in the American Street Empowerment Zone of Philadelphia will greatly increase its ability to address individual and systemic reform issues concerning special education. The project will establish a Web site with bilingual information on the rights of children with disabilities, which will link to other organizations serving children with disabilities in the Philadelphia area. The project will train 30 professionals who serve Hispanic parents of children with disabilities and provide training sessions, support, and updated information to parents. It will also publish newsletters that will include local, statewide, and national bilingual information for parents.

Grant Number: H328C010037

Parents United Together

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Beginning Date: 10/01/01
Ending Date: 9/30/04

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Purpose: This project is a collaboration among three community-based programs in the Los Angeles (California) area that provide information and support to unserved and underserved families who have children with special needs. This partnership will allow the programs to build on their successes, to expand their individualized and culturally responsive training and information, and to enhance their own program capacity and visibility through the sharing of resources, community linkages, and administrative support.

Method: The project will locate and establish trusting relationships with unserved and underserved minority parents who have children with special needs, in order to assist them in receiving the training, information, and support they are entitled to under IDEA. The program will also provide training in cultural competence to personnel who provide services to underserved families in Los Angeles and Orange Counties.

Products: Through project activities, parents will be able to participate more fully in the implementation of appropriate educational programming for their children with disabilities. Informational flyers in Vietnamese, English, and Spanish will inform families about the project, and other bilingual materials on disabilities and services will be developed and disseminated. Approximately 1,800 unserved and underserved families in and around Los Angeles will benefit from direct and indirect involvement in project activities.

Grant Number: H328C010038

Partners for Parents — A Collaborative Partnership to Provide Training and Information to Parents of Children with Disabilities Who Have Been Traditionally Underserved

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Beginning Date: 10/01/01
Ending Date: 9/30/04

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Purpose: The Community Parent Resource Center of Nashville-Davidson County is a partnership among various groups that provides information and training designed to enable parents of children with disabilities to effectively help those children meet developmental goals and challenging standards that have been established for all children in order to better prepare children with disabilities to lead productive, independent adult lives.

Method: Services will be delivered in locations familiar to families, particularly in inner-city neighborhoods with high concentrations of poverty and citizens from minority groups, some with limited English proficiency. Curriculum and training materials with a proven track record of success will be used to help parents increase their understanding of IDEA and gain skills and competencies to more effectively use the procedural safeguards

under IDEA and actively participate in the decision-making and educational planning processes affecting their children. The project will establish parent peer trainers in order to establish an informed, beneficial home-school relationship.

Products: The project will ultimately expand the community's capacity to provide information and training to parents of children with disabilities and to develop in those parents the capacity to inform and support each other with training, information, and advocacy. It will leverage community resources through the experience, expertise, and service delivery systems of established partnerships and network members and use the training curriculum to give parents information on special education and practice in developing IEPs and in resolving differences. The first project year will focus on recruiting and serving unserved and underserved parents whose children with disabilities are at the preschool or early elementary age.

Grant Number: H328C010040

Pyramid Parent Training Community Parent Resource Center

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Beginning Date: 10/01/01
Ending Date: 9/30/04

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Purpose: This project is a continuation of the Pyramid Parent Training Program, a community-based parent support and information program to serve culturally diverse families who have children with disabilities in New Orleans. It will provide family-centered, culturally competent information and training in special education law to support the efforts of underserved families to improve educational outcomes for their children with disabilities.

Method: The project will build on its existing services and successes to increase the capacity of parents of children with disabilities to participate effectively in achieving quality educational outcomes and the full benefits of IDEA. It will break the isolation of families of children with disabilities in regard to other parents, professionals, and research-based practices in education. It will increase the use of mediation, as an alternative to due process, to resolve disputes between parents and school districts.

Products: Pyramid Parent Training will reach and serve 1500 families over the three years of the grant. Each family will be provided with information, support, and referrals to enable them to focus on the disability-related needs of their children; and families will be given culturally and linguistically appropriate ongoing information and emotional support to enable them to participate as partners in educational decision making for their children.

Grant Number: H328C020001

Parent Training and Resource Center

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Beginning Date: 10/01/02
Ending Date: 9/30/04

OSEP Contact: Lisa Gorove
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Purpose: The Parent Training and Resource Center (PTRC) provides an organized program of education, training, and support meant to strengthen the role of parents and caretakers in obtaining appropriate educational services for their children with special needs in urban, rural, and ethnically diverse regions of southeastern South Carolina, specifically Charleston, Berkeley, and Dorchester Counties.

Method: In partnership with the Medical University of South Carolina, this project will maintain its current services and expand activities to further meet the needs of an underserved and racially diverse population. New activities to be developed will include: 1) the establishment of the PTRC Satellite Branch to provide resources to families in the rural sections of Berkeley and Dorchester Counties; 2) creating a position of part-time employment for a student with disabilities transitioning from school to work; and 3) collaborating with area institutes of higher learning to incorporate a "Peer-Parent Mentor" internship.

Products: The PTRC will develop the following products to accomplish its goals: 1) one central, easily accessible resource center and three community-based satellite branches; 2) a quarterly newsletter distributed to parents, families, educators, and other community members; 3) an annual disabilities conference hosted by the PTRC and held in collaboration with the Advocacy Coalition for People with Disabilities and The Citadel; 4) a World Wide Web site at www.ptrc.org; 5) the "Parents' Resource Manual for Special Education Services," a comprehensive resource guide developed by the PTRC staff and distributed to the families served by the program; 6) training workshops; 7) information and referral for parents that involves ongoing liaison with area service providers and regional parent advocacy groups; and 8) providing one-to-one parent mentoring support to families needing assistance in obtaining appropriate special education services for their children with disabilities.

Grant Number: H328C020002

Community Parent Resource Center

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Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: Lisa Gorove
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Purpose: The Arc of Texas in the Rio Grande Valley will continue the Parents Supporting Parents Network (PSPN) Family Support Cooperative. The PSPN Family Support Cooperative will help families: 1) better understand the nature of their children's disabilities and their educational and developmental needs; 2) communicate effectively with personnel responsible for providing special education, early intervention, and related services; 3) participate in decision-making processes and the development of Individualized Educational Programs and

Individual Family Service Plans; 4) obtain appropriate information about the range of options, programs, services, and resources available to assist children with disabilities and their families; and 5) understand the provisions of the Individuals with Disabilities Education Act for the education of, and the provision of early intervention services to, children with disabilities.

Method: The PSPN will work in collaboration with Early Childhood Intervention provided by the Region 1 Education Service Center and Easter Seals, local independent school districts located in the Delta Empowerment Zones (Edcouch/Elsa, Mercedes, Sebastion, and Lyford), the Weslaco Independent School District, schools in the McAllen/Mission area, the Texas Migrant Council, Hidalgo County Head Start, and the Coalition for Valley Families (AVANCE). In order to meet goals of the project, the PSPN Family Support Cooperative will provide bilingual informational seminars and workshops for families of children with disabilities; will coordinate or support bilingual family support group meetings; will work in collaboration with Weslaco ISD to support an autism support group; and will develop a second support group for families of children with cerebral palsy or attention deficit hyperactivity disorder. The project also plans to develop an emotional support group for families, a Dads support group, a sibling support group, and groups focusing on specific disabilities such as Down syndrome, autism, ADHD, fetal alcohol syndrome, etc.

Products: The PSPN Family Support Cooperative will provide individual support and technical assistance to families of children with disabilities. Bilingual information and referral services and written/audio materials will be produced. A library of materials in Spanish and English will continue to be expanded and improved. The project will also coordinate two regional bilingual conferences per year.

Grant Number: H328C020009

Southwest Detroit Community Family Center Services to Parents of Children with Disabilities

Project Director: Craig, Elizabeth Joy
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Beginning Date: 6/01/02
Ending Date: 5/31/05

OSEP Contact: Donna Fluke
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Purpose: This project will ensure that underserved parents of children with disabilities residing in southwest Detroit have sufficient training and information to optimize the growth, development, and independence of their children with disabilities.

Method: Located within the Detroit Empowerment Zone, the Community Family Center serves a diverse population (27% Hispanic, 27% African American, 44% White, and 2% Other). To serve this diverse population effectively, the Center will: 1) engage a minimum of 2,500 families per year; 2) engage staff and parents in continuous reflection and refinement of project design and activities; 3) acquire sufficient funding streams (through grants, contracts, and collaborative service agreements) to support the Center's operation and services; 4) achieve recognition as a high-quality provider of comprehensive information, referral, training, and support to parents of children with disabilities; 5) develop multiple collaborative relationships with other organizations to more effectively serve the target population; and 6) positively impact community perceptions and inclusion of individuals with disabilities as full participants in and valuable contributors to the quality of life in the southwest Detroit community.

Products: The Center will provide culturally/linguistically competent staff, materials, information and referral services (including facilitated referrals as appropriate), training (including advocacy training), and coaching that will ensure that both parents and their children with disabilities become informed, assertive consumers of needed services.

Grant Number: H328C020011

EMPOWER Community Parent Resource Center — Educating Minority Parents: Opening Windows to Educational Rights

Project Director: Johnson, Agnes
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Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: Lisa Gorove
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Purpose: EMPOWER will continue to reach out and provide information, referrals (as appropriate), and assistance to: 1) teen parents and parents of low-birth weight babies who may be experiencing developmental delay and in need of early intervention services under Part C of IDEA; 2) low-income, disabled, or African-American parents of young children from 3-5 years of age who may be developmentally delayed and in need of specialized instruction and related services to enable them to benefit from their early education program; 3) underserved parents of children and youth with disabilities; and 4) service providers and school personnel to prepare them to work more effectively with parents who are engaged or seek to become engaged in their children's learning.

Method: Parents, educators, and other service providers will learn and share information, through training sessions focused on standards-based education reform and the IDEA Amendments of 1997, about working together to develop appropriate high-quality programs and services that utilize strategies and practices that are effective and research based. EMPOWER will utilize its access to technical assistance to address systemic barriers to children and youth with disabilities attaining improved educational achievement through different advocacy strategies, from individual mediation to civil actions in state or federal courts. The project is located in the Northwest Delta region of Mississippi (consisting of Bolivar, Holmes, Humphreys, Leflore, Sunflower, and Washington Counties), which has been designated as an Empowerment Zone, an area of pervasive poverty, unemployment, and general economic distress.

Products: Over the three years of the project, EMPOWER anticipates that additional underserved and unserved African American parents as well as low-income parents and parents with disabilities within the six counties of the Empowerment Zone and three Rural Enterprise Community Counties (Panola, Quitman, and Tallahatchie Counties) will: be identified; be provided information that will assist them in better understanding their children's educational and other disability-related needs; be given support and case assistance to enable them to communicate more effectively with educators, and obtain, through Individualized Education Programs/Individualized Family Service Plans and the due process system (when necessary), more effective programming and services for their children. EMPOWER will assist families as they identify available resources in the community to be served.

Grant Number: H328C020021

LINKS/Mat-Su Parent Resource Center

Project Director: Jordan, Donna
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Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: Peggy Cvach
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Purpose: This project will expand the capacity of the LINKS/Mat-Su Parent Resource Center as it develops a collaborative and responsive approach to special education training and information for parents of children with disabilities in the Matanuska-Susitna (Mat-Su) Borough in Alaska, which is home to the third-largest school district in Alaska with 13,008 students, of whom about 15% experience some type of identified disability.

Method: The project will increase the capacity of the LINKS/Mat-Su Parent Resource Center to: 1) coordinate, plan, and ensure the success of local training events to meet the most pressing needs of Mat-Su families; 2) purchase books, videos, and other resources to update and expand a local disability library; 3) identify local, state, and national resources, including those available from the state Parent Training and Information Center, and distribute information about and promote resources to Mat-Su families; 4) identify and reach underserved families in the Mat-Su Valley, particularly those of different ethnic groups and those living in more isolated, remote locations; and 5) develop a system of local parent mentors/advocates to help support Mat-Su families.

Products: This project will provide a forum for families and consumers to network, advocate, and share information with educators, service providers, community leaders, members of ethnic organizations, and other concerned residents.

Grant Number: H328C020029

Community Parent Resource Center

Project Director: Lee, Diane M.
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Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: Donna Fluke
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Purpose: The Sickle Cell Community Health Network of Northern California (SCN) will develop an Oakland PEACE (Parents and Educators Acting in Collaboration for Education) Community Parent Resource Center (CPRC) in Oakland, California, a city designated as an Empowerment Zone. The CPRC will assist families of children with disabilities to become well informed and empowered through education, support, and equal access to decision-making opportunities regarding their children's education.

Method: The CPRC has five program objectives: 1) conduct workshops, provide one-to-one assistance, and operate a resource library to provide information and training to meet the needs of 500 parents annually, particularly parents of children who may be inappropriately identified; 2) assist 500 parents of children with disabilities annually to participate in decision-making processes, the development of Individualized Education Programs and

Individualized Family Service Plans, and school reform activities; 3) establish effective working relationships with state educational agencies, clearinghouses, and parent training and information centers; and 5) offer activities to meet the specific needs of families who experience significant isolation from available sources of information and support.

Products: The Oakland PEACE CPRC will provide information and training annually to 500 underserved parents of children with a full range of disabilities living within the Oakland Unified School District. CPRC strategies will contribute to knowledge locally and at the state level on how to effectively reach out to, engage, and support diverse parents of children with disabilities through training and information. From the availability of culturally and linguistically diverse staff from the local community, to the use of culturally and linguistically diverse training materials, to the grassroots outreach in the local neighborhoods, the CPRC is a place that will engage Oakland's community of traditionally underserved parents.

Grant Number: H328C020031

The SKI (Special Kids, Incorporated) Project Parent Resource Center: A Community Resource Center Serving Culturally Diverse Families in Houston, Texas

Project Director: Johnson, Agnes
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Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: Lisa Gorove
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Purpose: Special Kids, Incorporated (SKI), a community-based, parent-run organization in the Houston, Harris County, Texas area, will operate the Community Parent Resource Center to answer the needs of culturally and linguistically diverse families of children with disabilities for training, information, and support.

Method: The SKI Project will achieve five goals: 1) more parents with children and youth with disabilities living in the underserved community of Houston, TX will know about SKI and receive assistance in meeting their basic life needs; 2) parents and foster parents of children and youth with disabilities living in Houston and service providers working with families will be provided culturally relevant training, support, and information to enable them to participate as partners in educational decision making; 3) unserved and underserved culturally diverse parents will be provided relevant and practical training, support, and information about positive behavioral support strategies to address challenging behaviors in children with disabilities; 4) on-going access to information will be ensured for parents; 5) on-going logistical, emotional, and social support will be provided to families to help them use the information effectively; and 6) parents and professionals will train together in the strategies for mediation and dispute resolution in order to foster full partnerships for parents and those agencies providing services for children. The SKI Project will bring together and build upon the best practices of its agency along with the collaborative support of the Grassroots Consortium on Disabilities, the Beach Center on Disability at The University of Kansas, and the Technical Assistance Alliance for Parent Centers.

Products: The SKI Project will serve 300 families in Year 1, 325 families in Year 2, and 350 families in Year 3 of the project so that children with disabilities and their families are included fully in the life of the community.

Grant Number: H328C020038

Texas Fiesta Educativa

Project Director: Hinojosa, Yvette C.
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Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: Lisa Gorove
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Purpose: Texas Fiesta Educativa will establish the El Valle (The Valley) Community Parent Resource Center to support the locally established Project P.O.D.E.R. (Partnerships for Opportunity, Development, Education, and Resources) Parent Training and Information Center (PTIC). The El Valle Center will target under-served parents of children with disabilities, including low-income parents and parents of children with limited English proficiency in Starr, Hidalgo, Cameron, and Willacy counties in the Rio Grande Valley. This geographic area has been designated as an Empowerment Zone and is highly populated by unserved and under-served Hispanics.

Method: Texas Fiesta Educativa is a private nonprofit, statewide organization established by Hispanic families and professionals to provide education, advocacy, and support to families and children with disabilities. The El Valle CPRC will partner with the Project P.O.D.E.R. PTIC to establish a centralized resource center dedicated to providing training, information, and resources.

Products: Families receiving the El Valle Center assistance will be able to participate more effectively with service providers in helping their children meet developmental goals and to transition into their community to live productive and independent adult lives to the maximum extent possible.

Grant Number: H328C020044

Parent to Parent Power: A Community Parent Resource Center Serving Asian Families

Project Director: Link, Yvone
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Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: Lisa Gorove
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Purpose: Asian families are at particular risk in developing empowered educational partnerships on behalf of their children and youth with disabilities because of a number of challenges, including a cultural tendency to "save face" by not seeking formal services or social support, interpreting disability as a retribution for ancestors' sins, having a religious view that life is unalterable and that resignation to circumstances is the most appropriate course of action, and feeling a strong sense of shame about family problems. These challenges, in addition to tremendous linguistic barriers, place Asian families at particular risks in following through on their IDEA rights and responsibilities for educational partnerships. Parent to Parent Power, a community-based parent information and support program that has been serving Asian families in Tacoma, Washington for the last 20 years, will reduce these barriers by expanding its services.

Method: Activities of this project will include: 1) increase the numbers of Asian parents of children and youth with disabilities who receive assistance in meeting their basic life needs so that they participate more fully in decisions about services for their children with special needs; 2) provide culturally relevant training and information about disabilities, disability resources, parents' rights and responsibilities under IDEA, mediation, and school reform; 3) prepare parents to serve as parent mentors so that the capacity of the project is expanded through the development of new parent leadership; and 4) provide on-going logistical, emotional, and social support to families to help them use the information effectively.

Products: Parent to Parent Power will provide broad family support through the following features: a telephone warm-line available 24 hours a day, a Welcoming Room where parents can come at any time during the week or weekend, home visits with parents of children with disabilities who share their culture, educational workshops on advocacy topics, and Parent to Parent peer mentor programs to provide ongoing and personalized support. Additionally, families will be aided to overcome linguistic diversities by having readily available translations of key family, disability, and special education information, as well as interpreters at important school and community meetings. Parent to Parent Power staff will include parents of children with disabilities who have broad expertise in providing culturally relevant support to Korean, Vietnamese, Japanese, Chinese, and Cambodian families. Parent to Parent anticipates serving 250 families in Year 1, 275 families in Year 2, and 300 families in Year 3 of the project.

Grant Number: H328C020046

Project Compass (Providing Direction Enabling Extraordinary Families to Lead More Ordinary Lives)

Project Director: Dwyer, Donna
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Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: Donna Fluke
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Purpose: Project Compass (Providing Direction Enabling Extraordinary Families to Lead More Ordinary Lives) will stimulate systemic changes and transform the concept of "equal parental participation" into an institutionalized reality by providing information, support, resources, and referrals to families of children with disabilities aged pre-birth through 21.

Method: Project Compass will provide information, support, resources, and referrals to parents of children with disabilities and their service providers in the enterprise/empowerment zone of Lewiston, Maine and in southern Maine. Using an innovative approach that encourages collaborating with the professionals who serve families of children with disabilities, Project Compass will help parents to: 1) understand the nature of their child's disability; 2) locate and access services for their child and the family; 3) become effective and equal participants on their child's educational and treatment teams; 4) establish connections for peer and professional support for informational and educational networking; and 5) mentor other parents.

Products: Through online resources, human interaction, training, professional development, and phone consultation, this project will impact at least 15,000 parents and professionals over three years.

Grant Number: H328C020047

Parent Education and Resource Center for Spanish Speakers

Project Director: Mason, Evelyn
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Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: Lisa Gorove
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Purpose: This project will develop, support, and evaluate a community parent resource center project to serve Idaho Hispanic parents of children with disabilities.

Method: The PERCSS project will promote the establishment of a comprehensive information and support system statewide. The Parent Education and Resource Center for Spanish Speakers (PERCSS) will conduct the following activities: 1) identify and/or establish regional support groups of Hispanic parents of children with disabilities; 2) form a Hispanic Community Advisory Board based on this network; 3) establish priorities based on culturally appropriate goals and activities identified by the advisory board; and 4) provide bilingual training, information, and support to Hispanic families in geographical areas with significant Hispanic populations. A bilingual project director will be responsible for supporting these activities through identifying and hiring a part-time Bilingual Parent Education Coordinator.

Products: The project will provide the following services: 1) bilingual technical and emotional support of families by telephone; 2) bilingual workshops for parents and professionals on IDEA, school reform, Americans with Disabilities Act, etc.; 3) translation or adaptation of current Idaho Parents Unlimited materials that provide technical and emotional support for families; and 4) collaborative projects with established agencies, departments of local and state government, and others working with Hispanic families.

84.328M
PARENT TRAINING AND INFORMATION CENTERS

Grant Number: H328M990001

Parent Training and Information Center of Iowa

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Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Peggy Cvach
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Purpose: This project will build awareness among parents of children with disabilities and those who work with them and will enhance the ability of parents to participate in decision making to ensure that their children with disabilities receive appropriate early intervention and educational services in the least restrictive environment. It will work to increase knowledge and educational problem solving skills of individual parents through one-to-one information, referral, and family support activities.

Method: The Parent Training and Information Center of Iowa will partner with Hispanic Educational Resources for assistance with culturally competent outreach to Latino and other ethnic minority families in rural/urban areas across the state. Parents of infants, toddlers, and children with the full range of disabilities will be served. Project activities will be oriented to reaching culturally diverse, low-income, and other underserved families. Project activities will include: workshops on the Individuals with Disabilities Education Act (IDEA) for a total of 540 professionals and parents over the project's four years, particularly parents in rural and other underserved areas of the state; a train-the-trainer program for 30 emerging parent leaders in rural/urban communities; a surrogate parent training program; individualized information and referral to 500 parents and professionals annually; and technical assistance on parent concerns to key parent leaders and groups involved in early intervention and special education services.

Products: The project plans to publish a newsletter for 1,500 readers; maintain a World Wide Web site with links to state and national information sources; provide public awareness presentations; and disseminate IDEA publications and audiovisual materials in multiple languages to parents and groups serving families of children with disabilities.

Grant Number: H328M990002

South Dakota Parent Connection, Inc. Parent Training and Information Center

Project Director: Boettcher Fjellanger, Lynn
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Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Lisa Gorove
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Purpose: This project is the state's only parent training and information center. It provides training, information, and links to services to meet the needs of parents, families, and individuals with disabilities, and it is committed to building local capacity.

Method: The project will implement the following six goals: 1) provide training and information statewide to meet the needs of parents and families of individuals with disabilities; 2) provide culturally competent training and information statewide to meet the needs of Native American parents and families of individuals with disabilities; 3) identify the needs of additional underserved populations; 4) provide information related to specific underserved populations; 5) build capacity to meet the needs of parents and families of individuals with disabilities to connect locally with training, information, services, advocacy, dispute resolution, and other parents; and 6) respond to the changing training and information needs of parents, families and individuals with disabilities. Key activities will include statewide training and information, establishing an advisory council, continuing to build collaborative relationships, and linking parents to each other locally.

Products: Outcomes will be increased local access to training and information; greater awareness of services available; development of parent mentors who can immediately provide support; and the statewide system of training, information, and services involving parents, professionals, agencies, and organizations.

Grant Number: H328M990005

PACER Center's Parents Training Parents

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Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Donna Fluke
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Purpose: Through this parent training project, PACER Center will implement six levels of service to reflect the IDEA 1997 emphasis on improved outcomes for students with disabilities: individual information and assistance; basic and specialized training; training and assistance to underrepresented parents; local capacity building; information/dissemination; and networking and parent/professional collaboration.

Method: Information and assistance will be provided statewide to 6,500 to 7,500 parents and professionals by phone, mail, e-mail, or in person. Seven to ten basic workshops on IDEA 1997 will be presented annually for 275 to 375 people and 15 to 20 larger, specialized workshops will be given on specific topics or for specific

groups. Existing services will be expanded to include more African-American, Southeast Asian, American Indian, Hispanic, and low-income parents in all levels of service. PACER's multicultural staff will meet with leaders of diverse groups in the community, present six to eight workshops per year for 40 to 50 parents, and provide information and individual assistance to 100 parents and others through phone, mail, and individual visits. The PACER World Wide web site will be accessible to readers in Hmong and Spanish. Two additional regional centers will be established during the four years of this project.

Products: Resource handouts will be written on topics such as educational options, attention deficit hyperactivity disorder, positive behavior interventions, transition, self-advocacy, and accommodations. Articles on some of these topics will also appear in the PACESETTER Newsletter. Innovative training formats will include written materials in several languages; a World Wide Web site chat-line on specific special education topics; a CD ROM presentation on IDEA; and videotapes and audiotapes on subjects such as positive behavior intervention, extended school year, and inclusion. A new workshop, Cross-Cultural Communication, will be developed and given for 50 professionals and parents. A new outreach to the Somali population will be developed. PACER will reach 100,000 members of the general public annually through use of radio and cable TV linkages, including those with broad appeal in the Hmong and Spanish communities.

Grant Number: H328M990008

Indiana Parent Training Program

Project Director: Alderton, Judith
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Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Lisa Gorove
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Purpose: The goals of this project are to increase parents' knowledge and skills in order to: 1) better understand the nature of their children's disabilities and their educational and developmental needs; 2) communicate effectively with personnel responsible for providing special education, early intervention, and related services; 3) understand the provisions for the education and early intervention services for infants, toddlers, children, and young adults with disabilities under IDEA; 4) obtain appropriate information about the range of options, programs, services, and resources available; 5) participate in school reform activities to ensure the quality of those services; and 6) participate fully in the decision-making processes and the development of individualized education programs (IEPs) and individualized family service plans (IFSPs).

Method: This project will utilize a parent-to-parent training model to accomplish the following objectives: 1) manage and coordinate the provision of individual training and assistance to 9,000 parents throughout Indiana each year; 2) conduct annually a minimum of 50 workshops and presentations, using various formats, to train approximately 1,300 new parents each year in topics such as early intervention services, financial case management, transition from Part C to Part B services, basic rights, communication, procedural safeguards under Part C and Part B, surrogate parenting, and transition from Part B to adult life; 3) train 50 new Regional Parent Resources (RPRs); 4) contact current network of 302 RPRs four times annually for ongoing assistance and provide two annual inservice training opportunities for them; and 5) conduct targeted outreach activities and provide training and information to parents of infants, toddlers, and children with a full range of disabilities, particularly underserved parents residing in urban and rural areas of Indiana.

Products: This project will train an annual minimum of 10,350 parents of infants, toddlers, children, and young adults with disabilities. The project will produce an expanded, more effective network of trained parents who understand the educational and development needs of their children and the provision of IDEA, know how to access community programs and resources, and participate in the development of IEPs/IFSPs and school reform activities in Indiana.

Grant Number: H328M990009

Advocates for Justice and Education Parent Training and Information Centers

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Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Donna Fluke
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Purpose: This project will assist families who request services, with a focus on underserved and unserved minority parent empowerment, and will use a parent-driven, community-oriented, collaboration-building approach to conduct the following activities: 1) provide a major centralizing resource within the city for the provision of training, information, assistance, support, and referral services to parents of children and youth with disabilities and the professionals assisting them; 2) promote, as opposed to creating, the many collaboratives for parents, professionals, and community advocates to increase D.C.'s compliance with IDEA and other federal and local laws; and 3) enhance the capacity of the District's early intervention, special education, vocational rehabilitation, and related services systems to provide quality assistance and support to parents and families of children with disabilities.

Method: Focusing on parents of children with disabilities in three district empowerment zones/enterprise communities, the project will expand the central office's capacity to: 1) provide general information dissemination, resource acquisition, and specific technical assistance; 2) implement community outreach and public awareness campaigns; and 3) engage children with disabilities, parents, and professionals in partnerships. The project will establish Parent Outreach Offices (P.O.O.), engage in aggressive resource development, and create additional program components with the assistance and direction of parents of children and youth with disabilities, professional service providers, community advocates, and community-based organizations.

Products: Through this project, approximately 9,800 parents will increase their knowledge of: (1) their children's disabilities and development and educational strengths and needs; 2) the range of options, programs and related services, and resources available to assist them; and 3) the principles, provisions, and safeguards of IDEA and related federal, state, and local laws. An estimated 5,000 parents, service providers, and D.C. Public School personnel will participate in training sessions that will give them knowledge necessary to assist parents; to effectively communicate, plan, and implement on behalf of children with disabilities; and to increase their effectiveness in the design, delivery, and monitoring of services provided to parents with children with disabilities.

Grant Number: H328M990010

Project PEP — Parents as Education Partners

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Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Donna Fluke
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Purpose: This project will provide parent training and information services to families and educators of Delaware children with a full range of disabilities, through family information and training activities and family and professional collaboration activities.

Method: About 1,500 parents and professionals and 120 students will be trained annually via combined statewide activities of 48 to 52 workshops, 36 to 45 presentations, and three conferences. Individualized information, training, and problem solving skills will be provided to 1,200 parents and professionals annually throughout the state. The project will inform and train 10,000 parents and professionals via related activities of information dissemination; and through local and statewide collaboration, it will create opportunities for parent input and participation in all services relating to children with disabilities. It will also establish a mechanism for the ongoing and periodic evaluation of Project PEP strategies and outcomes. There will be an intense effort to reach traditionally underserved families, including families of children requiring transition services, families of children with undiagnosed or misdiagnosed disabilities, families of infants and toddlers with disabilities, and families of diverse racial and cultural backgrounds.

Products: Products will include a newsletter, a training manual, fact sheets, topical information packets, awareness mailings and presentations, an interactive World Wide Web site, a resource library, public service announcements, talk shows, and a billboard.

Grant Number: H328M990014

Statewide Parent Training and Information Center

Project Director: Leeper, Lynne S.
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Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Lisa Gorove
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Purpose: This project will provide information and training for parents of children (birth through adult services) with disabilities, the children themselves, and professionals throughout Washington State. The information and training provided through this project will build partnerships to implement a collaborative decision-making process among parents, students, school districts, and other professionals in formulating the student's special education program.

Method: The project will take the following comprehensive three-pronged approach. First, it will continue to use a train the trainer's model to support community liaisons, who are primarily parents who volunteer to help

other parents and students in their community secure appropriate special education services. Second, in response to many requests, PAVE will help develop and support chapters throughout Washington State. The chapters will allow parents and students to come together for peer support, to share information and provide a central point for education and training opportunities. Chapters will provide opportunities for families to increase leadership skills as they work in partnership with education professionals on issues within their communities. Third, PAVE will increase its capacity to serve families by maximizing the use of technology.

Products: PAVE will assist families one-to-one via e-mail and will host chat room opportunities on topics of special interest on a monthly basis. The project will continue to provide workshops which will include information on mandates of IDEA and other pertinent legislation. PAVE will also present local workshops and one statewide conference each year to give families and professionals access to information on various topics of current interest, such as inclusion, school reform, transition to adult services, and natural environments.

Grant Number: H328M990016

Building Capacity through Partnerships

Project Director: Armstrong, Charlsie; Takemoto, Cheryl
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Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Donna Fluke
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Purpose: This project will build family, professional, state, and community capacity to improve outcomes for students with disabilities. The project will work with state and community leaders to find solutions that will increase access to appropriate services for children in the juvenile justice, foster care, and early intervention systems.

Method: This goal will be accomplished through the following: 1) information and assistance to help families, professionals, and self-advocates understand their power to make IDEA work for students with disabilities; 2) training opportunities to help families, self advocates, and professionals apply what they learn to improve outcomes for students; 3) special education coaches who can help families and students effectively advocate for themselves in the special education process; and 4) increased statewide and community capacity to make services more responsive to the needs and possibilities for children with disabilities. Coaches will model and transfer skills in planning, problem-solving, conflict avoidance, communication, and facilitation so that families and students can become successful advocates who can build partnerships with schools that lead to success for students.

Products: Individual assistance will be delivered through the toll-free telephone, World Wide Web site, e-mail response, mailings, fact sheets, the "PEATC Press," and through direct assistance. Workshops and high-tech and low-tech distance learning opportunities will be provided, including self-study guides, audiotapes, online courses, collaborative regional conferences, and training for trainers.

Grant Number: H328M990020

Parent Information and Training Center

Project Director: Dawson, Theresa K.
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Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Diane Badgley
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Purpose: The purpose of this project is to provide parents of infants, toddlers, and children with disabilities with training and information they need to enable them to participate effectively in helping their children with disabilities to meet developmental goals and, to the maximum extent possible, those challenging standards that have been established for all children, and to be prepared to lead productive independent adult lives, to the maximum extent possible.

Method: The project will assist 500 parents to assume their roles as active decision makers in the educational team process, through workshops and conferences designed to respond to specific parent-identified needs. It will establish and coordinate a parent networking connection for collaborative parent/professional partnerships to reduce isolation, support proactive parent involvement, and encourage the sharing of information and resources about issues, services, and practices; and it will work to improve the overall services of Parents Helping Parents of Wyoming, Inc. through the enhancement of the regional system designed to meet the unique needs of parents/professionals in their communities. To implement these goals, the project will have five part-time regional outreach parent liaisons, located in geographically and economically diverse communities around the state, who will provide support and information to families on an individual basis and as support in individualized education program meetings.

Products: The project will develop small group presentations suitable to the multi-diverse cultures of Native American and Spanish-speaking parents to help empower them to become more actively involved in the educational process. It will maintain a statewide toll-free number, with a TDD, for parents to access information, support, and referral services. The project will have a World Wide Web site; a newsletter disseminated to 3,000 families and teachers around the state; and a lending library of books, videos, audiotapes, and materials on disability and educational issues, parenting skills, and related topics.

Grant Number: H328M990022

National Native American Families Together Parent Training Project

Project Director: Curry, Chris
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Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Donna Fluke
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Purpose: The purpose of this project is to increase parental partnerships between Native American families who have a child with a disability (birth through transition to adult services) and professionals in the collaborative decision-making processes for their student's education.

Method: Through a collaborative effort with the University of Idaho, Project UPLIFT, and Washington State University, this project will establish a guiding council of Native American families and professionals. Eight regional coordinators will serve in a train-the-trainer program, conduct workshops, and disseminate information. Each regional coordinator will develop a cadre of six community liaisons who are parents from the community or tribe and who will receive training as local resource persons, providing one-to-one support to 60 families per region.

Products: The project will develop culturally responsive information and training materials to be disseminated nationwide to 1,000 tribes and communities serving Native American students through the Families Together Outreach Center. Materials, booklets, newsletters, and videos will be developed that address all areas of parent participation in the decision-making process, including individualized education programs and individualized family service plan participation, transition, placement, and school reform. In addition, materials will address specific age groups, issues of communication across cultures, assessment of culturally diverse individuals, and general information about disabilities. The project will provide three regional workshops in each region (four regions in year one, six in year two, eight in year three, and nine in year four) to parents and professionals on the mandates of IDEA Parts B and C, Section 504, and other pertinent legislation. During the four years of the project, 162 sharing sessions will disseminate information to 3,240 families on methods that will increase parent participation in their child's program development.

Grant Number: H328M990023

Specialized Training of Military Parents (STOMP) Parent Training and Information Project for Military Families

Project Director: Hebdon, Heather
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Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Donna Fluke
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Purpose: This project will continue to provide training, information, resources, and services to military families of children with disabilities to increase their ability to effectively advocate for their children.

Method: To address issues that military families face, such as poor access to services, cultural diversity, and high levels of low-income families, the STOMP Project will utilize a three-tiered approach. Families will be able to work with staff who have experience serving within the military through one-to-one assistance directly on the phone, via e-mail, or regular mail services. Secondly, the project will provide services through chat rooms, bulletin boards, and video conferencing. Thirdly, staff and identified consultants will provide workshops at installations upon request, and provide and facilitate an annual conference offered for teams of parents and military professionals to enhance their skills in assisting families within their communities. Individuals receiving training at the annual conference will provide feedback, documentation, and outcomes to the project regarding the services they have provided and any additional follow up that STOMP can provide to assist them in their efforts.

Grant Number: H328M990024

Missouri Parents Act (MPACT)

Project Director: Jacoby, Janet
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Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Lisa Gorove
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Purpose: The overall goal of this project is to enhance the ability of parents to advocate for their child with special needs through a better understanding of their rights and responsibilities under the Individuals with Disabilities Education Act (IDEA) and to facilitate systems-level change through collaboration with existing state and local agencies.

Method: MPACT will work to enhance its leadership role and that of parents of children with disabilities across Missouri to plan and implement initiatives that meet their needs. The project will provide training and technical assistance throughout the state on issues relevant to empowering parents of children with special needs. It will ensure that Missouri parents have accurate and comprehensive information related to the educational needs, program options, services, and resources available at the local, state, and national levels. It will identify and assist traditionally underrepresented parents, including minorities, low-income families, and those in urban and isolated rural areas, to fully participate in all MPACT programs and activities, and it will collaborate with state and local agencies to maximize the funding for parent empowerment and to facilitate systems change.

Products: The project will work to: establish six regional advisory panels; recruit and train 100 volunteers; train 5,000 parents on effective communication, their basic educational rights, and the Individualized Education Program process; provide technical assistance to 10,000 individuals; disseminate 5,000 customized information packets to parents and 15,000 Parent-to-Parent newsletters; and provide 1,200 minority families with training, technical assistance, and information resources.

Grant Number: H328M990025

Massachusetts Parent Training and Information Center

Project Director: Robison, Richard J.
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Website: http://www.fcsn.org/pti/home.htm

Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Donna Fluke
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Purpose: The project will continue to operate the Massachusetts Parent Training and Information Center, which will provide parents of children with disabilities with the information and training they need in skill building, leadership development, and participation in systems change.

Method: The project will provide parents with culturally responsive, linguistically appropriate, and individualized information, support, and assistance and empower them to assume their role as active decision makers in the education of their children with disabilities through workshops on critical aspects of federal and state special

education and education reform laws. It will develop their leadership capacity by providing in-depth training and technical assistance for emerging and established parent leaders, especially those in underserved communities. It will expand and strengthen collaborative relationships with community-based, statewide, and national organizations, particularly those in underserved areas of the state.

Products: Over the course of the project, nearly 100,000 parents will receive 16 issues of "NewsLine"; information will be accessed from the Federation's World Wide Web site at least 960,000 times; and 26,000 parents will receive individual assistance via telephone, mail, and e-mail. Other products of this project include: workshops and leadership development activities, a conference, community-based and statewide partnerships, and systems change efforts.

Grant Number: H328M990027

S.A.P.P.H.I.R.E. (Southern Arizona Pilot Parents Helping Others Access Information, Resources, and Empowerment)

Project Director: Kallis, Lynn
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Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Diane Badgley
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Purpose: This project will address issues affecting families of children representing all disabilities, ages, and family constitutions in rural areas and throughout Arizona, in a geographically convenient and culturally appropriate manner.

Method: Pilot Parents of Southern Arizona and RAISING Special Kids will work together on this project in various areas such as student-led individualized education programs (IEPs), sibling support, policymaking, and grassroots organization. The project will provide information to teachers and other related professionals so that they are prepared to assist students with disabilities in facilitating their own IEPs. It will utilize a diverse group of volunteer families along with paid parent staff positions throughout the state to take advantage of existing community development and expertise. It will develop and maintain a system of collaborative management and responsibilities of parent training and information activities and develop a network of supports to families living in Arizona's designated enterprise communities and residing on Native lands and reservations.

Products: The project will provide information and support to 3,000 families of children with disabilities throughout Arizona in order that these families may better understand their rights and responsibilities under IDEA and become more involved in their child's education.

Grant Number: H328M990028

Arizona Parent Training and Information (PTI) Network

Project Director: Urbina, Marta
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Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Diane Badgley
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Purpose: This project will operate parent training and information (PTI) center activities in central and northern Arizona and will assume a lead role in managing the statewide PTI network, which includes RAISING Special Kids (RSK) in central and northern Arizona, Pilot Parents of Southern Arizona, and Families Reaching Harmony on the Navajo and Hopi reservations in northeastern Arizona.

Method: The project will provide information and support by utilizing a large, diverse pool of trained family volunteers, providing staff support, and providing learning opportunities through workshops designed specifically for the needs expressed by families. Local volunteer coordinators will provide direction in supporting families in smaller, rural communities. The project will also work with school districts to encourage their use of the student-led individualized education program process. The project also encourages leadership development activities for families to help them facilitate system change.

Products: RSK will annually provide information and support to 5,000 families who have children with disabilities and/or special needs. RSK will also provide 800 professionals with development opportunities so they can better serve children and families.

Grant Number: H328M000002

Rhode Island Training and Information Center for Parents of Children and Youth with Disabilities

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Beginning Date: 10/01/00
Ending Date: 9/30/05

OSEP Contact: Donna Fluke
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Purpose: The Rhode Island Parent Information Network (RIPIN) Parent Training and Information Center on Disabilities (PTIC) will expand services with the goal of improving educational and life outcomes for children, preparing them to be lifelong learners, productive workers, and responsible citizens.

Method: The project will offer a comprehensive array of services and supports to families of children with disabilities (ages birth to 21) and the professionals who support them, using specific outreach measures for underserved populations. The project will provide training, information, and advocacy to families, which strengthens their role as parents and empowers them to better meet the needs of their children and to participate in systems change initiatives. The PTIC will also develop and offer training to professionals in higher education institutions, agencies, and schools on culturally sensitive family-centered practices. Project staff will foster family involvement in all aspects of the design, implementation, and evaluation of services and supports for families at the local, state, and national levels, promoting a unified service system that collaborates with families and pools resources to meet the needs of children and their families.

Products: The results of this project will include progressive changes impacting families, children, community agencies, professionals, and policy makers.

Grant Number: H328M000005

Virgin Islands Family Information Network on Disabilities Parent Training Center (V.I. FIND)

Project Director: Glenn, Catherine Rehema
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Beginning Date: 10/01/00
Ending Date: 9/30/05

OSEP Contact: Donna Fluke
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Purpose: Virgin Islands Family Information Network on Disabilities (V.I. FIND) will continue providing important services to the parents of children with special needs.

Method: V.I. FIND will carry out the following seven activities over the five years of the project: 1) provide support, materials, and training to 135 parents of infants, toddlers, and preschoolers with developmental delays; 2) provide individualized materials to 400 parents of school-age children with any disability; 3) provide training to 600 parents of children birth to school age in all aspects of understanding IDEA; 4) provide training in effective communication skills to at least 80 parents; 5) identify and train 12 parents per year to serve as support group leaders, parent trainers, group leaders, advocates, and future members of the board of directors, beginning in the second year of the project; 6) provide awareness training to 150 parents of infants and toddlers, and 76 day care providers and personnel, on IDEA/Child Find; and 7) expand the library center by an additional 100 resources.

Products: The project will reach out and inform parents via school announcements, media advertisements, mail-outs, posters, and interagency cooperation. Support, education, and training will be provided through individual sessions, meetings, group sessions, and workshops. All the project's materials will be printed in English and Spanish to bridge language barriers.

Grant Number: H328M000013

FAST — Families and Schools Together — Make it Happen!

Project Director: Diehl, Nancy; Jenness, Roth
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Beginning Date: 10/01/00
Ending Date: 9/30/05

OSEP Contact: Lisa Gorove
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Purpose: This project, the STEP Center (Support and Training for Exceptional Parents), will provide training and information services to parents of infants, toddlers, children, and youth with disabilities throughout Tennessee. The services are designed to foster equal partnerships and encourage collaboration between parents and the professionals who work with their children. This project continues STEP's current services, expands capacity to meet demand, and adds new methods and activities to address unmet needs.

Method: STEP will engage in outreach, training, information, and assistance activities that are organized around four goals and eighteen specific objectives in a project called Families and Schools Together (FAST) — Make It Happen!. A prominent feature of the STEP project is the use of multimedia training technologies to increase access to training and information and to meet the needs of parents who cannot or do not make use of traditional training workshop models. Parent trainers and volunteers across the state will help to facilitate the development of local networks for support and information. Approximately 15,000 parents each year will be able to access STEP's services.

Grant Number: H328M000014

West Virginia Parent Training and Information — State-Wide PTI Serving Families and Professionals of Children with Special Needs (in the Educational Setting)

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Beginning Date: 10/01/00
Ending Date: 9/30/05

OSEP Contact: Lisa Gorove
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Purpose: West Virginia Parent Training and Information, Inc. (WVPTI) will provide support, training, and information to West Virginia's families of individuals with disabilities. WVPTI will conduct a "grassroots" approach to training and collaboration, a service delivery system that has been very successful in reaching West Virginian families.

Method: The project activities will accomplish the following goals: 1) provide information and support designed to assist West Virginia's families of a child with a disability in understanding the nature and needs of their child's disability and strengthen their ability to access services and participate in decision making; 2) assist West Virginia parents of children with disabilities to participate fully in the educational decision-making process by providing a comprehensive menu of workshops, conferences, audiotapes, and videotapes; 3) provide specific information, training, and support designed to assist West Virginia families in extremely rural areas or isolated by other conditions; and 4) provide culturally appropriate information, training, and support designed to strengthen the ability of West Virginia's diverse and traditionally underserved/unserved population of parents to understand and participate in making educational decisions.

Products: The demand for WVPTI-developed materials through information requests, resource databases, and the WVPTI World Wide Web Page (www.ioline.net/wvpti) supports the need for their continued development and use. All of the project's workshop manuals are available on audiotape for any audience, and many parent materials are written at a low reading level.

Grant Number: H328M000015

Parent Education Network Parent Training Project: An Information, Skill Development and Support System for Parents of Children with Disabilities

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Beginning Date: 10/01/00
Ending Date: 9/30/05

OSEP Contact: Donna Fluke
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Purpose: The Parent Education Network (PEN), a statewide parent coalition, will provide services and training to Pennsylvania parents of infants, toddlers, children, and youth with a full range of disabilities.

Method: The project will conduct the following activities: 1) public information, dissemination, and outreach; 2) workshops; 3) training for parent support and self-determination; 4) individual information, technical assistance, and consultation; 5) parent and professional partnerships; and 6) training and assistance to minority parents. Workshops will be designed to assist parents to effectively participate with professionals to develop early intervention and special education programs. Regional PEN offices will be located in rural areas of high poverty and unemployment and also in major metropolitan areas of Pennsylvania (Pittsburgh, Erie, Harrisburg, Philadelphia, and Allentown) where significant numbers of unserved, minority, and non-English-speaking people reside. The central office will target the remaining counties and continue to provide direct services throughout the state, as well as coordinate and supervise activities of the regional offices.

Products: The project plans to conduct at least 20,000 outreach contacts per year, with emphasis on unserved or underserved, unidentified or inappropriately identified, unaffiliated, minority and non-English-speaking parents. The project will conduct at least 28 workshops per year which will reach 1,200 parents and professionals per

year. The project will distribute information to parents, professionals, and interested others via the "PENews," e-mail, the PEN World Wide Web site, the public library system, news articles in community/regional/local shopper papers, cable TV (English and Spanish), Home Extension Service, radio/TV spots, community activities, and conferences.

Grant Number: H328M000016

Idaho Parents Unlimited, Inc. (IPUL) Parent Education Resource Center

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Beginning Date: 10/01/00
Ending Date: 9/30/05

OSEP Contact: Lisa Gorove
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Purpose: This project will continue and expand services offered since 1989 through the Parent Education Resource Center (PERC) to Idaho families of children/youth with disabilities ages 0 through 21.

Method: PERC will increase parental knowledge of educational problems, issues, and effective strategies through offering a variety of services. PERC services are delivered directly to parents by seven Parent Education Coordinators (PECs) located throughout Idaho. PERC staff builds local capacity to provide, improve, or expand services that address the needs of parents and their children with disabilities by establishing regional Parent Advisory Councils and by training regional Volunteer Resource Parents who support and assist families of children with disabilities. PERC reaches out to unserved and underserved families by training Ambassadors to promote IPUL services in rural areas to community groups. A 15-member board of directors from across Idaho, fourteen of whom are parents of children/young adults with disabilities and two of whom are from minority populations, provide organizational oversight.

Products: PERC provides printed materials, training, one-to-one assistance by phone and e-mail, a World Wide Web site, a quarterly newsletter ("The Idaho Parent Network") with a circulation of 7,000, and an annual parent conference.

Grant Number: H328M000017

North Carolina Parents Together: A Comprehensive, Collaborative, Statewide Parent Training and Information Project

Project Director: Hawkins, Connie K.; LaCorte, Mary C.
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Beginning Date: 10/01/00
Ending Date: 9/30/05

OSEP Contact: Lisa Gorove
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Purpose: This project will expand its parent training and information efforts to meet identified needs of North Carolina families of children with disabilities, to break down barriers to providing training and information, and to implement results of research on effective parent education programs.

Method: The project will conduct the following activities: 1) continue the services currently provided to North Carolina families, including the Exceptional Children's Assistance Center's (ECAC's) lending library, newsletter, toll-free parent information line, individual assistance, information packets, parent-to-parent information and referral, and World Wide Web site; 2) continue to provide parent education workshops geographically dispersed throughout the state; 3) collaborate with other North Carolina disability and family organizations to provide leadership and advocacy training to staff, local chapter leaders, volunteers, and "IEP Partners," who will volunteer to support other families at IEP meetings; and 4) continue and expand services to reach families in North Carolina by providing a flexible, collaborative information and training program that offers materials and workshops for non-English speaking and low-reading-level families, materials and workshops that respond to the needs of families from diverse backgrounds, and materials in a variety of formats.

Products: Through this project, North Carolina families of different backgrounds and educational levels will have access to knowledge and skills to become participators in their child's education. The access to knowledge and skills will be achieved via the variety of information dissemination activities detailed above.

Grant Number: H328M000019

The Connections Project

Project Director: Dunham, Bonnie
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Beginning Date: 10/01/00
Ending Date: 9/30/05

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Purpose: The Connections Project addresses the individual needs of families of children with disabilities in New Hampshire by providing an array of services and options in their communities, through the Parent Information Center's (PIC's) regional structure and satellite offices.

Method: The Connections Project will provide the following services annually: 1) information and support to a minimum of 9,000 persons via a toll-free phone line, mail, e-mail, World Wide Web site, and drop-ins; 2) print materials on a variety of subjects, including materials in other languages and newsletters to be circulated to more than 43,000 people; 3) workshops and training; 4) technical assistance to 1,500 parents to enable full participation in the decision-making process and development of IFSPs/IEPs; and 5) collaboration with local, state, and national agencies, organizations, support groups, schools, and others.

Products: PIC will produce several workshops for the MCTV cable network, which reaches more than 120,000 households in New Hampshire. The project will provide parents with the connections to information, support, materials, training, technical assistance, and resources they need to achieve improved outcomes for their children with disabilities.

Grant Number: H328M000022

AWARE (Assisting with Appropriate Rights in Education)

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Beginning Date: 12/01/00
Ending Date: 9/30/05

OSEP Contact: Lisa Gorove
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Purpose: This project will continue AWARE (Assisting with Appropriate Rights in Education), Hawaii's statewide parent training and information center, which, in its ten years of existence, has provided information, training, and support throughout the islands to over 1,500 parents and family members each year. AWARE maintains a focus of teaching and empowering parents, reaching out to all of Hawaii using innovative methods, providing "user friendly" information, and creating partnerships to establish networks of support.

Method: This project will continue and improve its services to meet the needs of Hawaii's families in geographically isolated but culturally rich island communities. Each year of the project, AWARE will provide information, support, and referral services to 800 parents; training to 900 parents; and technical assistance to 300 parents. It will reach out to unserved and underserved communities that are geographically isolated or ethnically diverse. It will provide one-on-one consultation/mentoring or case assistance to 80 parents per year. It will build support networks through technology and collaboration with other groups, leverage resources, and build local capacity and parent leadership.

Grant Number: H328M000024

Project PROMPT

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Beginning Date: 10/01/00
Ending Date: 9/30/05

OSEP Contact: Lisa Gorove
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Purpose: Project PROMPT will expand the current parent training and information center, which includes training, materials development, interagency networking, and information dissemination to parents of students with disabilities. The project will provide information and assistance on federal and state laws, including best practices in transition-related services, behavior management, and drop-out prevention.

Method: Specific information will be provided on special education laws, transition issues, IEP development and implementation, knowledge of service systems, communication techniques, least restrictive environment, increased exposure to successful programs, program support for at-risk students and community awareness, parent/peer support for individual assistance, and specific outreach to traditionally underrepresented, underserved groups. The project will also include strategies to improve services and outcomes for Louisiana students by incorporating goals from Louisiana's State Improvement Plan and State Improvement Grant.

Grant Number: H328M000025

Oklahoma Millennium Partnership Project: Parent Training and Information Center

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Beginning Date: 10/01/00
Ending Date: 9/30/05

OSEP Contact: Lisa Gorove
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Purpose: The Oklahoma Parents Center will meet the critical training and information needs for effective parental participation in the educational decision-making processes for their children with disabilities in need of special services. The Oklahoma Millennium Partnership project will provide training and information to parents of children with all ranges of disabilities including infants, toddlers, children, and youth, with emphasis on community outreach for the underserved and minorities in rural and urban areas throughout Oklahoma.

Method: The project will offer a variety of information services and training workshops to parents and families of children with special needs. The Oklahoma Millennium Partnership will train parents, including parents from culturally diverse groups, to acquire skills needed to offer training and information to other parents. These Parent Consultants will be equipped to offer various kinds of one-to-one assistance, including conflict resolution, to other parents. Parent Consultants will become knowledgeable about special education laws, regulations, and due process. They will participate in individualized education program (IEP) meetings with parents. Often this parent-to-parent partnership can result in early, amicable resolutions of disputes. The project will also offer parents who are already trained as Parent Consultants the opportunity to become Associate Trainers, to assist the project staff in conducting Basic Training workshops for other parents. Parent Consultants, local leaders, early intervention leaders, educators, service providers, adults with disabilities, community leaders, and young adults with disabilities will be invited to form coalitions to share knowledge on local resources, do problem solving, and become informed on state activities and legislation that impact on children with special needs. Satellite centers will enable Oklahoma Parents Center, Inc. to offer improved services to families in their communities. The centers will be designed to serve hard-to-reach families, particularly those who are culturally and racially diverse and those who live in rural areas.

Products: Parents of all infants, toddlers, children, and youth with special needs will have local access to the information and training they require to participate as equal partners in the educational planning for their children. The project will make training and information available to over 13,000 parents of children in Oklahoma who receive special education and related services under IDEA each of the five years of the project.

Grant Number: H328M010004

Native American Family Empowerment Center (NAFEC)

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Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Donna Fluke
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Purpose: This project will continue the work of the Great Lakes Inter Tribal Council Parent Information Center. The Center will provide an opportunity for Native American parents to gain updated knowledge and the confidence and empowerment they need to become effective advocates for their children and achieve the best possible educational outcomes for them.

Method: The Native American Family Empowerment Center developed by this project will host informational community forums on the needs of Native American children and their families. Parents will be taught to use the Internet to learn how to advocate for themselves and their children. Project staff will provide technical assistance in early intervention, general and special health and nutrition needs, infant health and parenting skills, and youth education programs. Specific training and training strategies will be developed on a number of topics, including child development and expectations; cognitive, emotional, and physical development; special education services and accommodations; behavioral supports and conflict resolution; and communication with educators and professionals. Mentors will be trained to establish links within and among communities.

Products: By empowering parents and sensitizing leaders and providers of the educational needs of Native American children, this project will assist collaborative efforts at local, state, and national levels to increase the chances for Native American children to reach their fullest academic achievements. Parents will learn how to participate fully in their child's individual education plan. A tribal computer network will be developed to ensure ongoing communication regarding resources for parents and children with disabilities. The project will help increase awareness and commitment by tribal governments to the concerns of families with children who have special health and educational needs, and this increased commitment will be reflected in tribal initiatives that give great visibility and attention to these concerns.

Grant Number: H328M010006

Kentucky Special Parent Involvement Network - Parent Training and Information Project

Project Director: Logsdon, Paulette
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Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Lisa Gorove
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Purpose: Kentucky Special Parent Involvement Network (KY-SPIN) will provide training and information services for parents and family members of infants, toddlers, children, and young adults with disabilities throughout

Kentucky; inform and provide training to professionals who serve them; and promote awareness of disability issues to the general public.

Method: KY-SPIN will assist parents and other participants to: 1) better understand the nature of their children's disabilities and their educational and developmental needs; 2) communicate effectively with personnel responsible for providing special education, early intervention, and related services; 3) participate in decision-making processes and the development of individualized education programs and individualized family service plans; 4) obtain appropriate information about the range of options, programs, services, and resources available to assist children with disabilities and their families; 5) understand the provisions of IDEA for the education of, and the provision of early intervention services to, children with disabilities; and 6)participate in school reform activities. Aggressive and innovative strategies will be used to ensure that the training and information needs of underserved and underrepresented parents of children with disabilities are met. KY-SPIN will collaborate with community-based organizations, particularly in underserved areas of the state, to provide support and assistance to parents and family members of children with disabilities. KY-SPIN will provide information to teachers and other professionals who provide special education and related services to children with disabilities, including general educators; will assist students with disabilities to understand their rights and responsibilities on reaching the age of majority; and will assist parents of children with disabilities to be informed participants in the development and implementation of the State Improvement Grant under IDEA.

Products: Information related to special education issues will be disseminated to 75,000 families, young adults with disabilities, professionals, and service providers. In addition, 2,000 parents and family members per year will attend training workshops on a variety of topics related to the needs of their children with disabilities.

Grant Number: H328M010007

Nevada P.E.P., Inc. Parent Training and Information Center

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Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Diane Badgley
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Purpose: Nevada P.E.P., Inc. (PEP) will continue providing information, expand training, and enhance support for Nevada's families regarding their rights and protections under the Individuals with Disabilities Education Act. PEP will increase services to ethnically diverse populations of families who have infants, toddlers, children, and youth with a full range of disabilities, from many distinct geographical locations throughout Nevada, in their primary language, and will also increase services to their extended family members and their service providers.

Method: Nevada PEP will continue to provide the broadest coverage for rural and urban Nevada, and meet consumer-directed needs with a unified system of service delivery by: 1) providing information and referral about the nature and needs of various disabilities; about availability of programs, support groups, services, and resources; and about the laws affecting children with disabilities; 2) providing training workshops, activities, and materials on basic laws, benefits, early intervention services, advocacy techniques, transition from school to work and community, and technology and equipment usage; 3) providing individual assistance through consultation, peer counseling, problem-solving techniques, and facilitating positive communication at child-focused

meetings; and 4) continuing to develop a state-wide network of volunteer Community Resource Specialists who will be a resource for consumers in their own community and interest areas throughout Nevada.

Products: This project will strengthen the roles and increase the involvement of parents and students to effectively participate with professionals in planning and in decision-making related to early intervention, educational and transitional services, and systemic-change activities.

Grant Number: H328M010011

Parent Training and Information Center: Training and Information for Parents of Children with Disabilities

Project Director: Chaifetz, Jill
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Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Donna Fluke
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Purpose: This parent training and information center (PTIC) will continue to provide training, information, and assistance to tens of thousands of parents of children from birth to 21 with the full range of disabilities, as well as to professionals who work with these families. The project will enable individuals and organizations to become more knowledgeable about educational services available for disabled children and about their rights and protections under IDEA, to secure appropriate services for their children or the families they work with, and to become effective partners in school reform to improve services for all children with disabilities. The PTIC will focus on meeting the needs of parents in high-need areas of New York who are underserved or who face the greatest barriers to receiving appropriate services.

Method: The project will provide local outreach to recruit parents and professionals for PTIC services. It will provide workshops to parents of infants, toddlers, and children with disabilities and professionals who work with them. At least 90% of parents served will be low-income or minority parents. Intensive assistance to parents and technical assistance to professionals will be provided via email, telephone, the project Website, and dissemination of print information. Participation in public forums and via media will provide additional outreach and expanded coverage. The project will maintain and expand its participation in statewide networks and engage in collaborative activities and contacts, including working with disability organizations, networks, and community-based organizations.

Products: The activities of this project will help parents to increase their knowledge of relevant programs and laws and to be more able to use that knowledge to improve services for their children. A better-informed constituency of parents will participate better in systemic reform and educational planning for their children. Through project training and information, the knowledge of professionals working with parents will increase, thereby improving services to parents. Through parent participation in the educational process, inclusion of children with disabilities in the educational mainstream will be increased. Parents will be able to work more closely with community organizations and agencies and help expand and improve services for their children.

Grant Number: H328M010012

FACETS Parent Training and Information Center

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Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Donna Fluke
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Purpose: This project will continue the work of FACETS, a parent training and information center that provides training and information to parents of infants, toddlers, and children with the full range of disabilities, particularly those parents who are underserved and parents of children who may be inappropriately identified.

Method: Project coordinators will provide an array of culturally sensitive supports that respect each family's individual cultural identity. FACETS will work with community groups and families to assess local needs and to design appropriate supports, such as organizing and facilitating support groups and providing support in IEP/IFSP meetings and mediation. Training will be provided on Individualized Education Programs and self-advocacy. The project will help parents to understand the availability and use of procedural safeguards under IDEA; methods will include meeting with parents to encourage the use and explain the benefits of alternative methods of dispute resolution, including mediation. Information will be provided throughout the state via a toll-free number, a Website, and a library with culturally and linguistically appropriate materials.

Products: The project will meet the needs of families of children with disabilities by helping them to better understand the nature of their child's disabilities and their educational and developmental needs. Parents will better communicate with personnel responsible for providing special education, early intervention, and related services and will be able to participate fully in the decision-making processes and the development of IEPs and IFSPs. They will be able to obtain appropriate information about the range of options, programs, services and resources available to assist children with disabilities and their families; they will understand the provision of IDEA for the education of, and provision of early intervention services to, children with disabilities; and they will participate in school reform activities.

Grant Number: H328M010015

SPIN: Statewide Parent Information Network

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Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Donna Fluke
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Purpose: This project will continue to operate the Maine parent training and information center called SPIN (Statewide Parent Information Network), which provides training, information, and support to parents of children with disabilities, educators across the state, and other professionals who work with families. SPIN covers the entire state of Maine and conducts outreach activities to reach low-income families, families in urban and rural areas, and families who represent minority populations.

Method: Parents will be provided training, print information, telephone assistance, and Web-based information on special education, parenting, parent involvement in education, support services, and continuing education. The project will provide professionals with access to information and support to assist them in effectively working with these families. The project will also promote collaborations with other agencies and groups who have similar missions. SPIN will bring services to people where they live by providing one-on-one support from staff, fostering peer support among parents, and holding workshops in communities across the state.

Products: The training, information, capacity-building, networking, and collaborations provided by this project will enable parents to assist their children in meeting the high standards of learning set in the National Education Goals, as well as expand services to minority and other underserved populations. Over 27,000 people will benefit from these activities annually.

Grant Number: H328M010016

Families as Partners in Education Project

Project Director: Curtin, Connie Arzola
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Beginning Date: 10/01/01
Ending Date: 9/30/06

Purpose: This project will support, educate, and inform parents in order to improve special and regular education outcomes and services for children with disabilities, ages birth through 21.

Method: Using a regional service delivery model, the project will implement activities in local communities as much as possible. Activities such as workshops and presentations, individual support, and community volunteer training will take place locally and regionally to provide the greatest degree of access to project participants. The project will accomplish these four goals designed to increase individual and community capacity to support the education and development of children with disabilities: 1) support and inform families of infants, toddlers, children, and youth with special needs, birth through 22, to enable them to effectively address their children's educational and developmental needs; 2) cooperate with the professionals who work with families in order to improve parent-professional partnership and communication; 3) maintain and expand a statewide network of community-based volunteers to support parents of children with special needs; and 4) collaborate with policymakers, advisory groups, and advocacy groups to improve services and systems for children with special needs and their families in Vermont. Parents and youth with disabilities will play a large role in implementing project objectives and activities, and new activities will specifically address the needs of youth for information and support regarding their education.

Products: This project will increase the community capacity to support children with special needs and their families. The project will serve approximately 5,970 families (parents, surrogate and foster parents, guardians, grandparents, and relatives) and 3,140 professionals throughout Vermont.

Grant Number: H328M010017

The Native American Families Together Parent Center Enhancement Project

Project Director: Banks, Susan; Curry, Chris
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Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Donna Fluke
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Purpose: This enhancement project will expand the work being done by the Native American Families Together (NAFT) Parent Training and Information Center, by increasing services and by addressing, in more depth, specific issues surrounding special education and Native American children and families, including American Indian, Alaska Native, and Native Hawaiian families.

Method: The project will address five issues targeted by the NAFT Parent Center that are interconnected and dependent upon parent, family, and community involvement: 1) Native Americans are over-represented in special education and underrepresented in programs for the gifted and talented; 2) Native American parents express dissatisfaction with their understanding of special education and their involvement in decision-making; 3) there is a need for preparation of special educators to meet the needs of Native American families; 4) some Native Americans are reluctant to use special education services; and 5) Native Americans need opportunities to develop self-determination skills. These issues will be addressed through parent training and information activities and the establishment of a Native American Training and Information Network composed of all NAFT consultants, advisory council members, parent training and information centers, community parent resource centers, and other outreach programs that provide training and information to families.

Products: NAFT consultants will conduct 52 Community Friends Trainings. Fifty-two regional workshops, co-sponsored by agencies, schools, and tribes, will provide training to 2,080 family members and 520 professionals on IDEA, special education law, and high incidence disability areas.

Grant Number: H328M010022

Parent Training and Information Center Serving the Island of Puerto Rico

Project Director: Selles de Vila, Carmen
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Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Donna Fluke
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Purpose: This project will continue the work of APNI, the parent training and information center on the island of Puerto Rico. Through its workshops, training sessions, and outreach resources, the project will increase the knowledge and skills of families of children with disabilities to allow them to participate as equal partners in the development of their children's education, including individualized education programs, transition plans, and statewide assessment. Parents will be provided skills to communicate more effectively with early childhood, special education, and related services personnel. The project will increase the capacity for parents to

collaborate more effectively with local, state, and national organizations serving parents of children with disabilities.

Method: APNI will continue to provide information and training materials via its newsletter, via its toll-free information line, and through distribution of print materials from parent support groups and specific disabilities groups on a variety of subjects related to children with disabilities. Project workshops will train parents to better understand their child's disability, federal and state laws, and the education process and available resources. Trainers and supplemental materials will reinforce the training and serve as a continuing resource. Parent leaders will be identified and will receive advance training to assist other families in their areas and to help with collaboration with local, state, and national organizations.

Products: As a result of this project, parents of children with disabilities will better understand the nature of their child's disability and will be empowered to serve as advocates and equal partners in the development of their child's education program. Information will be made available for parents and training provided on such subjects as assessment and appropriate accommodations, behavioral supports, transition from high school, sexuality, and communication with education and other professional personnel. Parent leaders across the island will help others to create and strengthen partnerships with local, state, and national organizations.

Grant Number: H328M010024

Colorado Parent Training and Information Project

Project Director: Buswell, Barbara E.; Miller, Jerri
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Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Peggy Cvach
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Purpose: This project will implement a parent training and information (PTI) center to provide training and information to Colorado families of children with disabilities, in order to enhance their ability to participate actively in educational decision-making processes for their children. The project, implemented by PEAK Parent Center, will increase families' understanding of the law, knowledge of best practices, and advocacy skills to serve children with disabilities more effectively throughout the state. PEAK will not only provide direct assistance to families but will also work with community members, professional educators, advocacy groups, and statewide systems to increase the capacity of schools in Colorado to implement the provisions of the law.

Method: PEAK will provide information and technical assistance to families and others by phone, email, and through the project Website. It will implement formal and informal training opportunities, including stand-alone workshops, topical discussion groups, online courses, and statewide conferences. Trained regional mentors will then work with local communities to build their capacity to serve children with disabilities. The project will work with agencies that support diverse children and families to increase their understanding of IDEA and school reform and to improve their capacity to serve students with disabilities; it will collaborate with other key stakeholders in the state to improve the implementation of IDEA; and it will conduct intensive public awareness activities to inform residents about project services.

Products: As a result of the information, technical assistance, and training provided by this project to parents of children with disabilities and to other stakeholders, families in Colorado, including those who have been traditionally underserved, will be more informed and able to participate more actively in decisions that affect their

children. Project-trained mentors will help parents effectively advocate for appropriate services for their children. Consequently, students with disabilities will have greater access to the general education curriculum and appropriate behavior supports and will be more directly involved in school reform and school-inclusion practices. Through these activities, statewide systems will be improved to better implement IDEA.

Grant Number: H328M010028

Alaska Parent Training and Information Center

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Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Donna Fluke
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Purpose: The Alaska PARENTS, Inc. Parent Training and Information Project will employ traditional and innovative strategies to develop skills, supports, and resources for families of infants, toddlers, youth, and young adults with disabilities and for persons who work with them.

Method: This project will achieve the following four goals: 1) improve educational outcomes for children with disabilities by increasing the knowledge and skills of families throughout the state about disabling conditions and educational needs of their children; 2) strive to leave no child behind by broadening the demographics of the service capacity; 3) reach all communities in Alaska, including remote native villages, the federally designated urban Empowerment Zone, and all towns between, through development of a World Wide Web site containing community-based supports and services; and 4) create linkages among state, local, and village organizations and agencies, including tribal organizations and agencies, to improve the service delivery system, foster interagency collaboration, and reduce duplication of effort.

Products: The products this project will provide are the following: 1) train and provide information to over 3,800 parents; 2) train and support 20 parent mentors to train and inform others in their communities; 3) develop one new virtual office per year in selected remote areas; 4) present the Pathways conference every two years for more than 1,500 people; 5) publish the quarterly newsletter for an audience of 5,500; and 6) provide Internet online courses to an unlimited number of parents and professionals.

Grant Number: H328M010030

Parent Training and Information Center

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Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Lisa Gorove
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Purpose: This project will continue the work of the Family Network on Disabilities of Florida, which provides training, information, and support to parents of infants, toddlers, and children with the full range of disabilities.

Method: The project will use its existing statewide network of trainers, volunteer parents, and community-based partners, particularly in the underserved areas of the state, to reach those who need services. It will also partner with the Florida Department of Education, local education agencies, universities, and other statewide agencies to develop and implement innovative training initiatives, such as distance learning, outreach services such as the tele-health program, and programs to assist parents and students to be informed participants in local, regional, and state school reform and policy-making activities that affect children with disabilities.

Products: The services of this project, delivered in a culturally sensitive and appropriate manner, will help to ensure that parents and youth are prepared to communicate effectively with professionals from all settings and be informed and involved participants in the decision-making, development, and implementation processes of IEPs and IFSPs.

Grant Number: H328M010031

A Parent Training and Information Center in New York City for Parents of Children with Disabilities and Special Needs and Professionals Who Work with Them

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Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Donna Fluke
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Purpose: This project will continue Resources for Children with Special Needs, a parent training and information center in New York City that provides for children from birth to 21 with the full range of disabilities, their families, and the professionals who work with them so that they have access to and obtain educational and other services to which they are entitled.

Method: The project will conduct outreach and disseminate information to reach, inform, and assist parents and professionals, through the media, distribution of print materials, and an interactive Website. It will provide direct information, referral, case management, individual advocacy, and support to parents and professionals, and will respond to help-line reference queries. Training will be provided in English and Spanish to parents and professionals so that they can advocate effectively on behalf of children with special needs. Workshops will build working knowledge and capacity to act regarding IDEA and related laws and systems. The project's Center without Walls will be expanded to reach, train, and serve hundreds of unserved and underserved parents annually and build the capacity of community-based organization staff to refer and assist their constituencies. The project will also develop networks and links to expand access to information for parents and professionals, encourage collaboration, and promote systemic advocacy through coordination with local, state, and federal agencies.

Products: As a result of this project, parents will have access to the information and direct assistance they need in order to communicate with the teachers and other professionals involved with their children. Parents and professionals will receive training that helps them understand the systems, services, and options available to them; and parents, professionals, organizations, and agencies will be able to increase their capacity to act on behalf of children with disabilities.

Grant Number: H328M010034

Parent Training and Information Center

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Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Donna Fluke
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Purpose: This project will allow the Advocacy Center to continue to provide training, information, and outreach to parents of infants, toddlers, and school-age children with the full range of disabilities in upstate New York, and to the professionals who work with them. The program design is a service model that subcontracts with community partners to provide training, advocacy, and outreach guided by the Center, parent advocacy advisors, and legal resources.

Method: The project will provide training and workshops for the collaboration of parents, school districts, and service providers to build partnerships to meet the needs of children with disabilities. It will provide information, referral, and advocacy to parents and will disseminate information through its subcontractors and through its Website. Outreach activities will be extended to parents in rural and urban counties of upstate New York who have not yet accessed services and are unaware of the provisions of IDEA. The project will establish community partnerships in upstate New York.

Products: Through this project, parents and professionals will gain an increased awareness of available services and a continuation of provision of services, and as a result of information and training provided, they will become more involved as advocates for services for their children and improve their relationship with schools. They will become aware of and access mediation and will form regional networks for sharing information, advocacy, and support. Other benefits from the program include increased early identification of children with disabilities, an increased number of rural and minority parents receiving information and training, and a coordinated statewide parent training and development network.

Grant Number: H328M010036

Parent Training and Information Center for Military Families

Project Director: Hebdon, Heather
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Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Donna Fluke
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Purpose: The STOMP (Specialized Training of Military Parents) Project has been developed to provide a greatly underserved population—military parents—with the needed support and resources to increase their ability to effectively advocate for their children with disabilities.

Method: The STOMP Project has a three-tiered approach. Families will be able to work with staff who have experience serving within the military, and who have children who are Exceptional Family Member Program

participants. This support will be provided through one-on-one assistance directly on the phone, in person, via e-mail, or via regular mail services. Secondly, the project will provide a listserv, a public relations video, and other videos to assist families and professionals. Finally, the project staff will provide an annual "train-the-trainer" conference for teams consisting of a military parent, military professional, and project representative, which will enable them to return to their installation and assist other families. The project will add two regional staff members in order to more effectively serve its widespread population.

Products: Through these efforts, the STOMP project will implement a model that provides effective training and support for military families, augments and enhances what STOMP is already able to do to support military families, and builds local capacity to provide or expand services for military families.

Grant Number: H328M010037

Training and Information for Parents of Children with Disabilities

Project Director: Erickson, Kathryn A.
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Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Lisa Gorove
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Purpose: Through this project, the Pathfinder Family Center will reach low-income, underserved, and minority parents, new parents, and parents with unidentified or inappropriately identified children with disabilities, primarily from birth through age 5. The project will help parents to understand the law and procedural safeguards, and to support decision-making for their children's individual family service plans and individualized education programs.

Method: Through public awareness activities, the project will promote and encourage awareness in the general public about the need for services for children with disabilities and will inform parents of children and youth with disabilities about IDEA and educational services available. Combined with this outreach, information and referral resources developed by and collected by the Center will ensure that parents and professionals statewide will be able to contact the Center for information and family support services for needs related to disability conditions, assessment, evaluation, and eligibility for special education and related services. The Center will provide support services and technical assistance to parents of children with disabilities, youth of transitional age, other family members, and professionals in North Dakota communities. Through trainings and informational resources, parents will participate in the educational decision-making process for their children and will be able to network with parent resource groups and organizations to learn how to effectively use procedural safeguards, alternative methods of dispute resolution, and effective transition planning.

Products: Outcomes include: increased awareness of the need for special education by parents, professionals, and the general public; increased understanding of the nature and needs of disabling conditions; increased use of parent training and information and referral services to identify and access services; increased understanding of IDEA and procedural safeguards; increased communication between parents and special and general educators; and increased participation by parents in the educational decision-making process.

Grant Number: H328M010039

SEAC Parent Assistance Center

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Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Lisa Gorove
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Purpose: This project will continue the work of the Special Education Action Committee (SEAC), which is a statewide parent assistance center that provides information, training, and support for families of at-risk children throughout the state of Alabama.

Method: The project will provide one-to-one assistance to individuals in person and via telephone, newsletters, email, and the project Website. It will develop workshops and conferences to train participants in special education awareness and in special topics. Outreach to underserved families will be provided using a flexible information and training program, including a parent empowerment video workshop, interactive materials for individual or group use, and expanded multimedia and collaboration with state and local agencies and organizations serving families in rural and inner cities throughout the state. A community-based outreach network of parent educators will be developed using the trainer-of-trainers model.

Products: This project will provide Alabama parents of children with disabilities with the information and training necessary to ensure their full participation in planning, implementing, and monitoring their child's individualized education program; will increase their understanding of educational problems, issues, and effective strategies; will enable them to participate fully in educational decision-making processes, including the development of their child's individualized education program; and will help them obtain information about the range of options, program services, and resources available.

Grant Number: H328M010040

The Parents' Place of Maryland: A Resource Center for Families of Children with Disabilities

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Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Lisa Gorove
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Purpose: The Parents' Place of Maryland aims to enhance the ability of persons with disabilities to participate as fully as possible in home, school, and community life, through the provision of education, information, referral, technical assistance, and support activities designed for parents and families of persons with disabilities.

Method: The Parents' Place will assist parents in understanding their role in school reform at the local and state levels. The project will place emphasis on services to parents residing in minority communities and in the three

communities that comprise the Baltimore City Empowerment Zones, through services provided by two outreach specialists focusing on African American and Latino communities. The Parents' Place staff will also work to increase community capacity to improve services for youth with disabilities in the juvenile justice system.

Products: Parents' Place staff will provide a diverse range of individual assistance, education and training, and information and referral services to parents both in their regions and across the state of Maryland. The services of The Parents' Place will be made available to all Maryland parents or family members of children with disabilities regardless of gender, race, national origin, color, disability, age, or socioeconomic status. Parent education and other activities will be tailored to these differences.

Grant Number: H328M010042

Parent Partners

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Beginning Date: 2/09/02
Ending Date: 9/30/03

OSEP Contact: Lisa Gorove
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Purpose: The primary goal of Parent Partners is to assist the parents of children with disabilities to participate more fully and effectively with professionals in meeting the educational needs of their children.

Method: This goal will be accomplished through the following objectives: 1) to provide information and technical assistance relevant to children and youth with disabilities, students with disabilities, their parents, and other interested parties; 2) to provide training and information for parents and professionals in content areas that enhance their capacity to ensure that children with disabilities receive a high-quality education and with a special focus on the education needs of children with disabilities from underrepresented groups; and 3) to work in conjunction with the Center for Law and Education to disseminate materials focused on involving youth with disabilities in the development and implementation of their own transition plans and individualized education programs, and to develop Mississippi-specific training curricula and materials to better assure that students with disabilities will participate in state assessments and the "regular" school curriculum and will learn to the highest standards possible.

Products: Information will be disseminated by video and audio tape presentations; a quarterly newsletter; large and small training sessions for parents, professionals, and students; an annual statewide conference; and a toll-free phone number for parents across the state. The project will also develop and disseminate a resource directory; serve as a liaison with various service provider agencies and consumer/advocacy groups; and work collaboratively with the Mississippi Department of Education and projects housed in the offices of the Independent Living Center in both the northern and southern regions of the state.

Grant Number: H328M020001

Montana Parent Empowerment Project

Project Director: Moore, Dennis
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Beginning Date: 10/01/02
Ending Date: 9/30/07

OSEP Contact: Lisa Gorove
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Purpose: The Montana Parent Empowerment Project is a five-year project of the parent coalition, Parents, Let's Unite for Kids (PLUK), to provide parents of children with disabilities with information about the provisions of the Individuals with Disabilities Education Act (IDEA) and to offer training in communication skills that help parents to participate more effectively with school personnel in developing Individualized Education Programs. PLUK will implement new services to better reach families across the state, including those in underserved segments of the population.

Method: To meet the needs identified by parents, the Parent Training and Information Center project will carry out these six activities: 1) provide training and information to Montana's parents of children with disabilities and make a determined effort to serve families from underserved populations; 2) assist parents with understanding the availability of and effective use of procedural safeguards under IDEA, including encouraging the use of alternative methods of dispute resolution; 3) serve parents of infants, toddlers, and children with the full range of disabilities; 4) assist parents with a better understanding of their children's disabilities and their educational and developmental needs; 5) enable parents to communicate more effectively with schools and professionals, and train parents to participate as decision makers in the IEP process and increase their understanding of the availability of options, services, and resources, including early intervention services; and 6) participate in capacity-building efforts involving parents in all regions of Montana and assist parents in becoming collaborative partners with schools in seeking services and resources for their child.

Products: This project will expand the use of distance learning and telephone conferencing, enhance PLUK's extensive library of video material, train additional volunteers, and expand the project's representation across the state. The project's workshops will cover a variety of topics, including the special education process, communication, dispute resolution and mediation as options, and transition planning. Outreach specialists will implement strategies with families, particularly those in remote areas and considered to be underserved segments of the population. The project will form Associate Boards on each of the state's seven Indian Reservations, training at least five volunteers per reservation. The project will also train 100 parent volunteers, 20 from each of the five Human Service Regions.

Grant Number: H328M020002

Parent Training and Information Center

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Beginning Date: 10/01/02
Ending Date: 9/30/07

OSEP Contact: Donna Fluke
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Purpose: This project will provide support, training, and information to parents, students, and professionals working with children with disabilities to assist them to understand the nature of the disability and the child's educational and developmental needs; learn to communicate more effectively; learn to take an active role in decision making; and understand the provisions of IDEA, including procedural safeguards and the benefits of using alternative methods of dispute resolution, such as mediation.

Method: The activities of the project will include: distribution of information packets and CD-ROMs about any disabling condition; a mentor parent training program in all communities; development of a World Wide Web site with links to resources and a bulletin board to connect parents and students; support groups; local library materials; regional contractors who will provide local training; and collaboration with schools and other agencies serving people with disabilities. Project participants include any family member, including natural, foster, or adoptive, of a child with a disability, from birth to age 22 and teachers and other professionals who work with children with disabilities in 25 northern California counties, which include both urban and rural communities. Underserved and non-English speaking families will be served.

Products: All participants will increase knowledge and understanding of disabilities and IDEA; learn to effectively advocate for themselves or on behalf of their children; and be able to build collaborative relationships. There will be increased parent involvement and leadership activities in all 25 counties.

Grant Number: H328M020003

Arkansas Parent Training and Information Network

Project Director: Stovall, Wanda; Hodges, Ramona
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Beginning Date: 10/01/02
Ending Date: 9/30/07

OSEP Contact: Lisa Gorove
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Purpose: This project will provide training and information to meet the needs of parents of children with disabilities in Arkansas.

Method: The project will: 1) develop, implement, and refine a comprehensive system of training, support, and information; 2) reach parents typically underserved; 3) expand the use of technology to provide assistance to families; 4) expand local resource libraries; 5) assist families of children with disabilities to become informed and active participants in state systems change activities; and 6) assist personnel working with children with disabilities to understand parental and student needs.

Products: Underserved and minority families' needs will be addressed. At least two additional support groups for Hispanic parents will be organized. Resources in the parents' primary language will be located and made available to these parents. Links will be established with other organizations, including entities serving the Hispanic population and migrant workers, and school personnel designated responsible for Hispanic students. Personal toll-free telephone service will be provided statewide to parents both during working hours and after hours. Additionally, notice of training opportunities will be made available to parents and professionals on-line via the connection with the Arkansas Collaborative Consultants Network.

Grant Number: H328M020006

Informed Effective Parents: Success for All Children

Project Director: Prescott, Nancy
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Beginning Date: 10/01/02
Ending Date: 9/30/07

OSEP Contact: Donna Fluke
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Purpose: This project will result in a significant increase in the number of parents in Connecticut who are prepared to effectively participate in educational decisions that will lead to positive outcomes for their children and youth with disabilities.

Method: The objectives and activities of this project are the following: 1) increase training and information services so that parents, particularly those from underserved populations, will be active participants in the education decision-making process; 2) enhance collaborative relationships, especially with state and local school district personnel, so that improved partnerships with parents will be established; and 3) inform and involve an increased number of parents in activities related to school improvement and reform. Major stakeholders in this process will include: parents of children with disabilities, students with disabilities, the Parent Participation Work Group of the Continuous Improvement Monitoring Program, local school district personnel, community service providers, and state agency personnel.

Products: Outcomes of this project will include increased local education agency support for parent involvement, a coordinated set of training activities integrated in the State Improvement Plan for Parent Participation, and increased parent participation and satisfaction with the IEP process. The Connecticut Parent Advocacy Center will serve approximately 15,000 parents of the 69,170 identified children receiving special education services in Connecticut.

Grant Number: H328M020008

Special Education: Personnel Development and Parent Training

Project Director: Eaddy, Mary
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Beginning Date: 10/01/02
Ending Date: 9/30/07

OSEP Contact: Lisa Gorove
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Purpose: Parents Reaching Out to Parents of South Carolina, Inc. (PRO-Parents) will serve parents of children with all disabilities ages birth through 21 and will be adapted to the unique needs of South Carolina's families.

Method: Persons with and without disabilities will benefit from: 1) providing information to parents, educators, and the staff of agencies that serve children with disabilities, including underserved groups; 2) assisting parents and professionals in South Carolina to better understand the nature and needs of the disabling conditions of

children with disabilities; 3) providing follow-up support to parents and professionals for the educational programs of children with disabilities; 4) assisting parents to communicate more effectively with the personnel responsible for providing special education, early intervention, and related services; 5) assisting parents to participate in decision-making processes, including the development of the Individualized Education Program and the Individualized Family Service Plan; 6) providing parents with information about the range of options, programs, services, and resources available to assist children with disabilities and their families; 7) assisting parents in understanding the provisions for educating children with disabilities under the Individuals with Disabilities Education Act; and 8) assisting parents in participating in school reform activities.

Products: In addition to the project's information dissemination, parent training, and parent support activities, the project's system of data collection will be used to quantify the characteristics of the families served, their needs and problems, enablers and barriers to accomplishing objectives and goals, and effective strategies to assure outcomes. The knowledge gained from the data collection will be disseminated in newsletters, reports, and community presentations. A new focus will be tracking of actual outcomes in the areas of employment, post-high school education, independent living, and other types of community participation which can be accomplished through the use of person-centered planning techniques.

Grant Number: H328M020011

TASK Parent Training Project - California Region 1

Project Director: Anchondo, Marta
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Beginning Date: 10/01/02
Ending Date: 9/30/07

OSEP Contact: Donna Fluke
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Purpose: This project will address the documented need for continued and increased parental participation in the special education process in the California counties of Los Angeles, San Luis Obispo, Santa Barbara, and Ventura. Outreach to families who are Spanish speaking, Native American, African American, Asian, and low-income military personnel will be emphasized.

Method: This project will improve services for infants, toddlers, children, and youth with the full range of disabilities by helping their families and the professionals who serve them attain knowledge of IDEA Parts B and C, including assistive technology solutions. Team of Advocates for Special Kids (TASK) will collaborate with area Family Resource Centers, and will attempt to locate advocates at joint locations to enable families to participate more fully and effectively in meeting the educational needs of their children. Families will be assisted to: 1) better understand the nature and needs of disabling conditions of their children; 2) provide follow-up support for educational programs for their children; 3) communicate more effectively with special and regular educators, administrators, and related service providers; and 4) participate in the educational decision-making process, including the development of the Individualized Family Service Plan and the Individualized Education Program. Families will be given information to understand the due process procedures available under IDEA, with special emphasis upon mediation and alternative dispute resolution negotiations. Because of the vast distances covered in Region 1, TASK will explore forms of distance learning via satellite or the Internet.

Products: The TASK Parent Training Project in Region 1 will serve an identified 202,357 special education students.

Grant Number: H328M020012

Project Adobe: Parent Training and Information Center

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Beginning Date: 10/01/02
Ending Date: 9/30/07

OSEP Contact: Diane Badgley
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Purpose: Project Adobe, New Mexico's Parent Training and Information Center, helps families obtain appropriate education and services for their children with disabilities. The project helps parents understand the special education system and the Individualized Education Program, and it increases positive educational outcomes for students enrolled in special education by encouraging parents and school districts to work together through partnerships.

Method: Project Adobe will accomplish the following: 1) deliver appropriate services in a culturally competent manner; 2) teach families to ask appropriate questions in order to receive appropriate information; 3) help families build relationships with schools, districts, and agencies; 4) help families arrive at informed decision making; 5) build the capacity in families to accept and meet challenges; 6) help families learn about and understand their child's disabling conditions; and 7) help families realize that they are the true experts on their child.

Products: To meet these objectives, Project Adobe will produce the following: 1) statewide workshops to educate and inform parents and professionals; 2) parent-to-parent support through project staff and trained volunteers; 3) materials, publications, and handbooks to parents and professionals; and 4) communication through e-mail, telephone, fax, and the Parents Reaching Out's World Wide Web site.

Grant Number: H328M020015

Northern California Region 4 Consortium (NCC4) Parent Training and Information Center

Project Director: Peterson, Mary Ellen
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Beginning Date: 10/01/02
Ending Date: 9/30/07

OSEP Contact: Donna Fluke
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Purpose: The Northern California Region 4 Consortium (NCC4) will conduct an interagency collaboration to provide parent-focused/operated information, training, and assistance about special education to parents of children with the full range of disabilities. Particular emphasis will be placed on addressing the needs of families who are underserved and unserved.

Method: Project participants include Parents Helping Parents, Inc.; the Matrix Parent Network and Resource Center; the Disability Rights, Education and Defense Fund; and Support for Families of Children with Disabilities. Project activities include but are not limited to: 1) providing parents with multilingual, in-depth information and support regarding specific concerns about their children's disabilities, special education programs, and related issues; 2) providing books, videotapes, information packets, newsletters, and other resources

in multiple languages; 3) developing public awareness activities and presentations; 4) training in multiple languages for parents to increase their knowledge about Individualized Education Plans (IEPs), Individualized Family Service Plans (IFSPs), conflict resolution, self-advocacy, and more; 5) information and assistance in understanding Alternative Dispute Resolution and mediation; 6) training for parents and consumers to help them develop leadership skills and become effective participants in leadership roles; 7) participation in and promotion of State Improvement Grant activities; 8) participation on the Partnership Committee Special Education and Stakeholders group to promote educational reform activities; and 9) collaboration with all other California parent training and information centers to build a comprehensive system of training, information, and support for families.

Products: As a result of this project, parents will: 1) better understand the nature of their children's disabilities and developmental needs; 2) communicate more effectively with special and regular educators, administrators, related services personnel, and other relevant professionals (including early intervention personnel); 3) participate more fully in educational decision-making processes, including the development of IEPs and IFSPs; 4) obtain information about the range of options, programs, services, and resources available to children with disabilities and their families at the national, state, and local levels; 5) understand the provisions for educating and providing early intervention services to children with disabilities under IDEA; and 6) participate in school reform activities.

Grant Number: H328M020016

State of Kansas Parent Training and Information Project: Building Effective Teams to Support Children and Young Adult Students with Disabilities in Schools and Communities

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Beginning Date: 10/01/02
Ending Date: 9/30/07

OSEP Contact: Lisa Gorove
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Purpose: The primary focus of Families Together is ensuring that families understand the special education process. Families Together provides opportunities for parents to gain support and knowledge concerning disabilities, legal rights, resources, communication strategies, education, life-long planning, and other information through workshops, conferences, and individual parent assistance. Through this project, Families Together will facilitate training to help build and support effective educational teams.

Method: Staff in the Garden City, Wichita, Topeka, and Kansas City centers, along with regional coordinators in several other cities, will build partnerships with schools, organizations, community members, families, businesses, and individuals who understand the need for communities to support and include all individuals. By partnering with agencies such as the Kansas State Department of Education and the Kansas Department of Health and Environment, Families Together provides outreach programs to meet the needs of rural Kansans, those with culturally diverse backgrounds, and military and minority populations. These partnerships help families navigate the vast array of disability services, laws/regulations, and other agencies. Through this project, families will be offered opportunities to influence school reform by giving their unique input to policy makers. Parent Networking Conferences and Family Enrichment Weekends provide opportunities for parents and families to network with other families who have similar needs. These events help parents gain support and information, and allow them time to share their families' successes and challenges. Statewide conferences in eastern, central,

and western Kansas give families, individuals with disabilities, educators, and other professionals an opportunity to receive training together.

Products: This project will enable staff to train parents as "parent trainers" throughout Kansas. Teams of parent trainers and staff will present workshops on special education law, early intervention services, preschool options, appropriate school services, dispute resolution, discipline, transition to adult life, and accessing financial aid programs. The emphasis is to help parents to become active participants on their child's school team. Another focus of training will be to help students age 14 years and older understand their educational rights, and how to access disability-related resources/services available after high school.

Grant Number: H328M020017

West Texas Parent Network

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Beginning Date: 10/01/02
Ending Date: 9/30/07

OSEP Contact: Lisa Gorove
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Purpose: This project will serve parents of children age birth through 21 years with all types of disabilities, particularly from rural and other traditionally underserved groups, in Region 3 of Texas. Region 3 represents approximately one third of the State and 11% of the state population. It has 65,147 identified children with disabilities age birth through 21, which is 12.6% of the state total.

Method: The project has three goals: 1) services for parents and professionals; 2) participation of underserved groups; and 3) establishment of a regional infrastructure. Annual objectives will include: 1) training for 1,580 people; 2) information to 20,180 people; 3) assistance to 3,200 people; 4) Parent Mentor Programs in six schools each year; 5) a network of 24 community information centers; 6) six community coalitions; and 7) significant participation of parents from rural areas and ethnic minority groups. A coordinating office will be established for the project in Amarillo, one of the four largest cities in this region of Texas, and regional staff in El Paso and San Angelo.

Products: The expected outcomes of this project are the following: 1) parents throughout the region will be prepared to participate more effectively in the educational and developmental growth of their children with disabilities; and 2) the Parent Center will have a viable infrastructure from which to continue providing services to families of children with disabilities throughout the region.

Grant Number: H328M020018

Project P.O.D.E.R. (Partnerships for Opportunities, Development, Education and Resources) Parent Training and Information Center

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Beginning Date: 10/01/02
Ending Date: 9/30/07

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Purpose: Project P.O.D.E.R. (Partnerships for Opportunity, Development, Education, and Resources) will provide training and information to meet the needs of parents of children and youth with disabilities, particularly in the underserved and underrepresented communities in Region 2 in Texas. The project's major goal continues to be the provision of bilingual training, information, resources, and advocacy in order to empower parents, family members, and children and youth with disabilities to become independent advocates.

Method: Project P.O.D.E.R. will: 1) foster, develop, and increase self-advocacy skills of families; 2) improve parents' abilities to make informed decisions regarding options, programs, and services that affect their children; 3) cultivate effective communication and cooperative efforts between families with children and youth with disabilities and service providers, including Texas Regional Education Service Centers, the general public school sector, state agencies, and national, state, and local resources that serve parents and families of children and youth with the full range of disabilities; 4) empower children with disabilities of transition age to become self-advocates in the decision-making process regarding appropriate educational plans, services, and options to facilitate effective post-school transitioning; and 5) educate families on the availability, effective use, and benefits of alternative methods of dispute resolutions, in an effort to ensure the most effective assistance to parents and families of children and youth with disabilities. Targeted communities within Region 2 will be serviced through various project activities, including clinics and regional conferences in Bexar, Medina, Uvalde, Nueces, Harris, Webb, Starr, Hidalgo, Willacy, and Cameron counties, to ensure the most effective assistance to parents, families, and children and youth with disabilities. The project will address the serious shortage of appropriate materials and resources for teachers to serve linguistically and culturally different children with disabilities and their families by providing clinics, regional conferences, and the annual statewide bilingual bicultural Texas Educativa conference. The project will help make special education and related services delivery systems more linguistically and culturally accessible for bilingual or monolingual families and their children and youth with disabilities.

Products: The project will reach a minimum of 20,000 contacts annually. A bilingual World Wide Web site will be utilized to offer families and service providers information regarding project services and activities, and the project will increase access for families who prefer to access services by telephone.

Grant Number: H328M020020

Family Matters Parent Training & Information Center, Region III

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Beginning Date: 10/01/02
Ending Date: 9/30/07

OSEP Contact: Donna Fluke
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Purpose: This project will develop a Parent Training and Information Center (PTIC), through the existing Family Matters program, to serve families of people with disabilities in Region 2 of Illinois.

Method: The PTIC will operate through a support center in Effingham, centrally located in Illinois, with four regional coordinators located in northern, southern, eastern, and western sections of the state. The central office in Effingham will have a toll-free telephone help line to offer information and individualized assistance to families throughout Region 2 regarding concerns about educational services and resources. Based upon the needs expressed by callers to the help line, the central office will collaborate with the regional coordinators to identify needed educational topics and locations in which to offer training sessions. Training will be presented by parents and professionals who are experienced and knowledgeable about special education rules, regulations,

person-centered planning, collaboration and best practices, and will assist parents and individuals to gain confidence and affirmation, as well as the skills and knowledge, to effectively participate in educational planning and to advocate for themselves.

Products: Each of the four regional areas and central office will offer 20 training opportunities each year, for a total of 100 group training activities per year, spread throughout the 94 counties of the region so that parents in every area of the state have access to information and training.

Grant Number: H328M020021

Northeast Illinois Parent Assistance Center (Illinois Region 1)

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Beginning Date: 10/01/02
Ending Date: 9/30/07

OSEP Contact: Donna Fluke
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Purpose: This project will provide information, training, and assistance to Illinois parents of infants, toddlers, and children with disabilities in Region 1, an eight-county region in northeast Illinois. Through this project, Design for Change (DFC) will continue to apply and refine a parent assistance strategy that empowers special education parent groups to take independent long-term initiative, that focuses on how the rights of students with disabilities and their families can be used to improve the quality of children's educational experiences and their achievement, and that includes an emphasis on solving school district problems that impact large numbers of students with disabilities, as well as issues affecting individual students. This strategy has been proven effective in assisting parents from all backgrounds, including the minority and low-income parents who will be an important focus.

Method: A core project activity is to provide sustained assistance to 30 parent groups in the eight-county region, helping them to recruit members, form stable organizations, assist each other in solving individual problems, and address systemic problems in local schools and school districts. The project focuses particular attention on assisting and advising key parent leaders of these groups, who will provide leadership in solidifying their group and provide individual advisory help to significant numbers of other parents. Another critical element of DFC's training and information effort is focused information, training, and assistance aimed at helping parents or parent groups obtain specific information and advice pertinent to immediate short-term issues.

Products: DFC will provide assistance to 1,900 individuals. Five hundred individuals in the region will participate in short-term workshops, and 500 individuals will receive telephone assistance and resource materials. Through the sustained on-site assistance efforts to 30 parent groups in the region, 600 individuals will received sustained training and assistance, 50 group leaders will receive special additional training and assistance, and 350 other parents will receive assistance from the leaders whom DFC has trained. Each group receiving sustained on-site assistance will pursue a systemic issue in their school district to improve the quality of education for children with disabilities, and some groups will collectively pursue one or more systemic state-wide issues that are priorities of the State Improvement Plan for special education.

Grant Number: H328M020023

Oregon COPE Project — Parent Training and Information Center

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Beginning Date: 10/01/02
Ending Date: 9/30/07

OSEP Contact: Lisa Gorove
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Purpose: This project will ensure that parents of infants, toddlers, children, and youth with a full range of disabilities in Oregon receive training and information to help improve results for all children. The Coalition in Oregon for Parent Education (COPE) will educate and empower parents to participate more actively in the educational reform process at the local, state, and federal levels.

Method: The project will expand its toll-free special education help-line and information clearinghouse, where experts in early intervention and special education issues respond to incoming calls, providing consistent, accurate information and problem containment. COPE will contract with self-advocates to provide training to students with disabilities in making a successful transition from school to adult life, including helping them understand their rights and responsibilities. A self-advocate website and listserv will be created to aid in this effort. With the support of other organizations, COPE will expand its role as a clearinghouse of information on training events, materials, and new curricula, and as a developer of new training modules to be used by partnering agencies.

Products: COPE will create and distribute a bimonthly newsletter and develop a fully accessible website. A list of certified trainers will be maintained to deliver specific curricula and modules and meet the needs of culturally diverse populations in community settings. The greater partnering with other agencies will enable the project to better address the needs of culturally and geographically diverse communities across the state, and provide technical assistance for the development of disability or issue-specific support groups statewide.

Grant Number: H328M020025

New PATH East

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Beginning Date: 10/01/02
Ending Date: 9/30/07

OSEP Contact: Donna Fluke
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Purpose: This project will serve the area of Texas designated as Region 1, which is one third of the state, encompasses 9 of the 20 educational regions, has 50% of the state population, and includes 48% of the children ages birth to 21 years identified with disabilities.

Method: Project participants will be parents of children with all types of disabilities, young adults with disabilities, and professionals serving these families, including significant numbers of families from traditionally underserved groups. Project goals will address the following: 1) services for parents and professionals; 2) technology; 3) systems change; 4) outreach to those traditionally underserved; 5) project evaluation and continuous

improvement; and 6) project administration. Collaboration with the network of Regional Education Service Centers will be a major strategy.

Products: Major outcomes of the project will include: 1) training for 4,530 people; 2) information to 24,410 people; 3) technical assistance to 1,460 people; 4) 400 parent-to-parent matches; 5) 40,000 quarterly newsletters in English and Spanish; 6) 100 parent leaders; 7) three web-based courses; 8) 34 parent/educator training teams; and 9) participation of 50 parents in systems change.

Grant Number: H328M020027

Parent Training and Information Center

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Beginning Date: 10/01/02
Ending Date: 9/30/07

OSEP Contact: Peggy Cvach
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Purpose: PTI Nebraska will provide training, information, and support to parents in Nebraska who have infants, toddlers, children, or youth with the full range of disabilities, enabling them to have the capacity to improve the educational outcomes for their own children.

Method: The project will: 1) maintain an accessible information and resource delivery system covering special education and disability-related topics; 2) provide basic trainings statewide on special education issues including the IEP, IFSP, communication, transition, positive behavior supports, procedural safeguards, and other IDEA-related topics; 3) provide statewide specialized training on a variety of family support and disability-related topics; 4) provide a network of parent-to-parent support throughout Nebraska; and 5) provide support, training, and encouragement to parents participating in local and state policy-making and systems-change agencies and organizations.

Products: PTI Nebraska will provide a central resource for families regarding the many questions they have about their child with disabilities, so that parents will be able to focus on the positive aspects of their child and ensure the most beneficial educational outcomes and delivery of necessary services, whether they are families who live in Nebraska's cities, the rural farm and ranch communities, or the remote areas of the state.

Grant Number: H328M020028

Tri-County Partnership Parent Training Program

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Beginning Date: 10/01/02
Ending Date: 9/30/07

OSEP Contact: Donna Fluke
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Purpose: This project will support and empower parents to be actively involved in a participatory system of education that accurately reflects their concerns and supports their children in an individualized education that meets their unique needs.

Method: The project is an expansion of two programs that already exist: "Project Answer" which serves parents who reside in the city of Detroit, and a Parent Training and Information Center that provides services to families in Wayne County. The Tri-County Partnership Project, realizing the large population of students with disabilities in its catchment area (approximately 86,000), will rely heavily on community partner collaboration and the utilization of existing programs. Geographic, economic, and cultural barriers have kept parents from meaningful representation with traditional support agencies. This Partnership Project will be staffed by and utilize volunteers who are parents of children with disabilities from their community.

Products: The Tri-County Partnership Project will accomplish the following: 1) provide information and assistance to 1,000 parents, professionals, and other members of the community to better understand the nature and needs of children with disabilities; 2) provide workshops on topics that will empower parents and thus improve quality outcomes for students with disabilities; 3) provide workshops to assist families and staff to effectively communicate their needs and concerns; and 4) provide training of trainers workshops to build capacity to serve the large population of the tri-county area.

Grant Number: H328M020029

CAUSE's Parent Training Project

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Beginning Date: 10/01/02
Ending Date: 9/30/07

OSEP Contact: Donna Fluke
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Purpose: Citizens Alliance to Uphold Special Education (CAUSE) is a parent organization that will provide assistance and training to parents as well as professionals relating to early intervention services and free appropriate public education for children with disabilities. Using volunteer parent trainers, CAUSE will disseminate information and training throughout the state of Michigan and will expand its outreach efforts, especially to underrepresented families.

Method: CAUSE will provide individual information and assistance to up to 15,000 parents and professionals. The project will provide basic and specialized training workshops to parents. Seven to ten basic training workshops will cover such topics as IDEA, educational outcomes and the general curriculum, and Section 504; fifteen to twenty specialized workshops will focus on specialized topics for specific groups. CAUSE will expand its training and technical assistance services to underrepresented parents in local communities. Twenty-five parents will receive training to become trainers of trainers to provide parent support throughout the state. CAUSE will network with groups locally, state-wide, and nationally and present in-service sessions for professionals about parent perspectives and parent/professional communication.

Products: The project will produce informational materials on children with disabilities, CAUSE services, IDEA, and best practices; these materials will be disseminated state-wide to parents, professionals, and others. Workshop training formats will be developed and will include written materials in several languages. Other products will include a website chat-line on specific special education topics, a CD-ROM presentation, and videotapes and audiotapes on subjects such as positive behavior supports and inclusion. The CAUSE website

will be accessible to readers in four languages, linking parents and others with information and activities, and the newsletter will reach more than 30,000 individuals each year.

Grant Number: H328M020032

Parent Training and Information Project of the Utah Parent Center

Project Director: Post, Helen W.
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Beginning Date: 10/01/02
Ending Date: 9/30/07

OSEP Contact: Diane Badgley
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Purpose: This Parent Training and Information Project of the Utah Parent Center (UPC) will respond to the training and information needs identified by parents of children and youth with disabilities. The UPC will use a proven, effective parent-to-parent consultation and support model to deliver services, assisting parents to expand their confidence and capacity to be effective members of IEP and IFSP teams.

Method: The project will provide training and information that effectively meets the needs of parents of children with disabilities in both urban and rural settings through 70 training workshops or presentations each year. It will also provide training and information to educators and other professionals who provide special education and related services to children with disabilities.

Products: The project will continue to foster collaborative partnerships with national, regional, state, local, and community organizations to maximize limited resources and build individual and organizational capacity to address needs. Parents of infants, toddlers, children, and youth with disabilities will be assisted through networking and development of strong relationships with clearinghouses, organizations conducting national dissemination activities, and those that serve parents and families of children with the full range of disabilities. Training and information will be disseminated through a newsletter and the project's Website.

Grant Number: H328M020034

Central California Parent Training and Information Center

Project Director: Thacker, Stacey B.
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Beginning Date: 10/01/02
Ending Date: 9/30/07

OSEP Contact: Donna Fluke
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Purpose: Exceptional Parents Unlimited (EPU) will serve as the parent training and information center for central California, serving families of children with disabilities in this sparsely populated, rural, and ethnically diverse region.

Method: In order to build local capacities and create a culturally and linguistically responsive network of services, EPU has established collaborative partnerships with parents and family resource centers throughout the

region. Activities provided by the project include parent support, training, information, and advocacy assistance to parents of children with disabilities, individually, and in groups. The project will provide formal trainings related to IDEA, the IEP and IFSP, and other topics. Individual assistance will be provided through phone support, IEP clinics, information and advocacy assistance, and parent-to-parent contacts. Training and assistance will also be provided to teachers and administrators.

Products: The project will create a parent network to provide individual support to parents in three languages in the region, and it will collaborate with appropriate clearinghouses and other agencies that serve parents and families of children with the full range of disabilities. The project Website will be enhanced to assist parents in locating needed information, and information will be made available to assist parents in locating information about their children's disabilities and educational and developmental needs.

Grant Number: H328M020035

TASK Parent Training Project - Region 2

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Beginning Date: 10/01/02
Ending Date: 9/30/07

OSEP Contact: Donna Fluke
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Purpose: This Team of Advocates for Special Kids (TASK) Training and Information Project will address the documented need for continued and increased parental participation in the special education process in the California counties of Imperial, Inyo, Mono, Orange, Riverside, San Bernardino, and San Diego. Outreach to families who are Spanish speaking, Native-American, African-American, Asian, and poor military personnel will continue to be emphasized.

Method: The project encompasses a 49,677 square mile area that includes over 192,014 identified special education students. Because of the vast distances to be covered, TASK will explore forms of distance learning via satellite or the Internet. Additional sites are planned for Ridgecrest and Riverside in San Bernardino County, which will serve a large military population and desert areas, as well as Mono and Inyo Counties. TASK will collaborate with area Family Resource Centers as welcomed, and will attempt to locate advocates at joint locations to enable families to participate more fully and effectively in meeting the educational needs of their children. Parent leadership skills will be supported.

Products: The project will have contact with 3,000 individuals, in addition to sending flyers to an estimated 10,000 mailing list, in order to continue and expand services. Families will be assisted to: 1) better understand the nature and needs of disabling condition of their children; 2) provide follow-up support for educational programs for them; 3) communicate effectively with special and regular educators, administrators, and related services personnel; and 4) participate in educational decisions, including the development of the Individualized Family Service Plan and Individualized Education Plan. Families will be given information to understand the due process procedures available under IDEA, with special emphasis upon mediation and/or alternative dispute resolution negotiations.

Grant Number: H328M020038

SPAN Parent Training Center for Families with Children with Disabilities

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Beginning Date: 10/01/02
Ending Date: 9/30/07

OSEP Contact: Donna Fluke
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Purpose: Through this project, the Statewide Parent Advocacy Network (SPAN) will continue its work serving families with children with disabilities in the state of New Jersey. SPAN's mission is to empower families and inform and involve professionals and other individuals interested in the healthy development and educational rights of children. Through this collaboration, all children will become fully participating and contributing members of our communities and society.

Method: The project will provide training, information, technical assistance, and support tailored to families, professionals, and child- and family-serving agencies to meet the unique and diverse needs of families of children with disabilities, with a special focus on traditionally underserved urban and rural families. SPAN will continue its existing collaborations with regional early intervention programs. It will also develop community resource centers to enable families to become effective partners with professionals and community-based organizations in the education of children with disabilities.

Products: Through the provision of training, technical assistance, support, and resources, this project will help improve the knowledge, skills, and participation of families of children with disabilities in the education of their children from birth to twenty-one. The linkages created among families of children with or without disabilities, general and special educators, health and human services agencies, and community-based organizations will ensure the healthy development of children with disabilities throughout the state of New Jersey, especially those who are most vulnerable due to poverty.

Grant Number: H328M020040

Metropolitan Parent Training and Information Center

Project Director: Lash, Donald A.
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Beginning Date: 10/01/02
Ending Date: 9/30/06

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Purpose: This project will expand and enhance the activities of the Metropolitan Parent Center (MPC) to provide direct advocacy, information and referral, and training to parents throughout the New York metropolitan area, primarily from underserved populations in low-income communities.

Method: The project will develop a comprehensive bank of information on special education topics. It will provide individual counseling and advocacy and assess families presenting problems to make linkages to needed information and services. Parents will be trained in workshops and via outreach in the most challenged New York school districts.

Products: The project will participate in the development of a unified Website for all New York state parent centers, it will share information and outreach coordination with other New York City parent training centers, and it will participate in ongoing and ad hoc collaborative activities to achieve outcomes defined by the missions of collaborative groups.

Grant Number: H328M020041

Parent to Parent Training Project

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Beginning Date: 10/01/02
Ending Date: 9/30/07

OSEP Contact: Donna Fluke
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Purpose: This project is a continuation of a long-standing coalition of parent/professional organizations to provide information and training services to parents, persons with disabilities, professionals, and volunteers. The priority target area of services is the Empowerment Zone of Chicago, with special emphasis on minority populations.

Method: The project will provide: information, referral, and linkages for 5,000 persons each year; weekly in-house training sessions for 500 people; training at community locations for 2,500 persons per year; and a train-the-trainers program to train 80 parents, persons with disabilities, professionals, and other volunteers to become community trainers and helpers. There will also be a focus on transition planning for parents of Head Start/early intervention programs and parents of students leaving the educational system for postsecondary employment. The project will also provide consultation and technical assistance to participants and will implement a special outreach program for minority populations and newly born children diagnosed with special needs.

Products: The project will produce information on special education and lists of local, state, and national resources for parents and professionals. The train-the-trainers model, with trainers representing a cross-section of disability groups, will continue to work with communities and offer trainings to unaffiliated parents and volunteers. Training will be offered in Spanish and on diskette for participants with visual impairments.

Grant Number: H328M020044

Parent Information and Training Center — Region 2

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Beginning Date: 10/01/02
Ending Date: 9/30/07

OSEP Contact: Donna Fluke
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Purpose: The Ohio Coalition for the Education of Children with Disabilities (ODIST) is a statewide organization with 58 parent and professional member organizations committed to improving educational services to children with disabilities by providing information and training to families of infants, toddlers, children, and young adults with disabilities, informing professionals who serve them, and promoting awareness of disability issues in

the general public. This Coalition project will disseminate information through mail and telephone throughout the state to parents, professionals, and the general public on disability issues, IDEA provisions, and related topics such as dispute resolution.

Method: Basic training on the provisions of IDEA will be provided to over 4,00 parents by means of three workshops annually. The project will develop and provide targeted outreach and service to 2,000 underserved families via phone, mail, individual visits, and workshops. Inservice and preservice sessions will promote effective collaboration among parents and educators, and the establishment of local resource and training leaders from diverse parent organizations will provide parent assistance and further training.

Products: Information will be distributed in the form of a regular ODIST newsletter and member-organization newsletters. The ODIST will develop and collect print, audio, and video resources to disseminate to parents on a broad range of special education topics. Also, the project website will provide topical and training information to the public.

Grant Number: H328M020050

Parents Educating Parents and Professionals

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Beginning Date: 10/01/02
Ending Date: 9/30/07

OSEP Contact: Lisa Gorove
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Purpose: Parents Educating Parents and Professionals, Inc. (PEPP), the sole parent training and information center in Georgia, will provide families of children with disabilities the information, resources, technical assistance, and training they need to participate fully in the educational decision-making process. PEPP will continue to expand to keep pace with changing laws, family needs, and an ever-changing society. It will continue to partner with the state on its State Improvement Grant.

Method: The project will offer workshops on general and specific topics to parents and families in rural and urban settings. Intensive trainings on dispute resolution and mediation will strengthen outreach, partnerships, and communication among various communities, and online discussions will be set up to link parents in diverse locations.

Products: The PEPP project will develop and disseminate topical news alerts and basic packets of information to parents and professionals. Topical information on the process of transitioning from school into a community will be made available by mail, website, or workshops. Workshop materials will be made available on videotape and audiotape for parents in rural areas who cannot attend the workshops. All materials will be available in Spanish.

Grant Number: H328M020051

Parent Training and Information Center Region 1

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Beginning Date: 10/01/02
Ending Date: 9/30/07

OSEP Contact: Donna Fluke
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Purpose: The Ohio Coalition for the Education of Children with Disabilities (ODIST) is a union of 58 parent and professional organizations committed to informing and training parents of children with disabilities about IDEA to improve educational services for children. This project will support families of children with disabilities from birth to age twenty-one through information and training.

Method: Region One consists of 23 counties, 123 school districts, three major cities having populations as great as 800,000, and rural areas with populations as few as 1,000. Region 1 has 57,698 identified children with disabilities (17% of the school-age population), including African American, Native American, Asian, Hispanic, and multi-racial students. Early childhood services/development will be a priority for ODIST, with a focus on early literacy. Trainings such as "All About Reading," "Adolescent Literacy," and "Art of Parenting," will address the importance of early intervention. This project will provide parents with practical information and hands-on training in an effort to build their knowledge base in IDEA and childhood development. This effort will parallel collaborative working relationships with schools and service providers. ODIST will also provide targeted outreach to serve minority and low income groups throughout the 23-county area, focusing on the early childhood component.

Products: This project will provide practical information and hands-on training for 3,750 parents and 1,000 professionals over the five-year project period. One-on-one support will be provided to 11,250 parents. Approximately 75% of these totals will be parents of children ages birth to nine. Trainings will consist of topics such as: understanding IDEA, procedural safeguards, IFSPs, IEPs, exposing children with disabilities to the general education curriculum, early literacy, adolescent literacy, parenting skills, and mediation.

State Program Improvement Grants

84.323A
STATE PROGRAM IMPROVEMENT GRANTS

Grant Number: H323A990001

Alabama State Improvement Grant

Project Director: Causey, Julia
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Beginning Date: 2/01/99
Ending Date: 1/31/04

OSEP Contact: Larry Wexler
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Purpose: This improvement grant for the state of Alabama is a systems change effort aimed at improving the reading skills of students with disabilities, reducing the numbers of students with disabilities who drop out, reducing suspensions and expulsions for students with disabilities, and reducing special education teacher turnover and increasing the numbers of fully credentialed teachers.

Method: These goals will be achieved through systems-change strategies that incorporate research-based training strategies. These strategies include: staff development in strategies for reading; an online academy and communications support system for professional development, paraprofessional training, and conferences; a parent training and information center; staff training in the use of assistive technology to implement accommodations for students; training for early childhood care providers, general and special education preschool teachers, and parents in developmentally appropriate practices and functional readiness curriculum that targets reading; training for effective behavior intervention and positive behavior management; and institution of aggressive recruitment strategies to increase certified personnel.

Products: Through the use of these training strategies, Alabama will provide systems change and impact the areas of need. Data will be gathered and evaluated to measure progress toward project goals, objectives, and services, and to inform project staff of any necessary refinements throughout the five years of the project. Statewide systems change will be implemented through the various partnerships established by the project. Project goals anticipate increased performance in reading scores for students with disabilities and a major decrease in dropout, suspension, and expulsion rates for those students.

Grant Number: H323A990003

System Building for Special Education Personnel Development and Support

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Beginning Date: 2/01/99
Ending Date: 1/31/04

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Purpose: This state improvement grant will address four issues regarding special education in Iowa: 1) over 70% of special education students in Iowa have significant reading problems; 2) over one of every eight students with special needs in Iowa (12.9%) is being taught by teachers not fully certified in the areas in which they are teaching, fewer than 100 (1.6%) are exposed to special education teachers who are persons of color, and virtually none are being taught by persons with disabilities; 3) the effectiveness of transitions that occur as students with special education needs move from one educational setting to another and from an educational setting into the community needs to be improved; and 4) proficient, appropriately comprised teams for the development of Individualized Education Programs (IEPs) are needed, along with the assurance that all IEPs reflect high academic standards.

Method: The State Improvement Grant (SIG) Literacy Initiative will address the needs of students with special education needs whose reading, writing, and communication skills are substandard. The SIG Individualized Education Program Initiative will ensure that all students with special education needs have Individualized Education Programs that reflect high academic standards and that are developed and implemented by professionals and parents proficient in their use. The SIG Endorsement Initiative will increase the percentage of students with special education needs being instructed by certified special education teachers with appropriate endorsements. The SIG Career Ladder Initiative will increase the percentage of students with special education needs whose teachers are persons of color and/or persons with disabilities. SIG project activities address these issues by emphasizing better prepared instructional staff, high-quality IEPs that are academically challenging, and improved student performance.

Products: Training modules will be developed on early literacy development, action research, and research-based reading instruction practices. An information and availability announcement will be developed and disseminated offering college and university faculty IEP materials. Fact sheets will be developed and disseminated describing high quality IEPs that meet federal requirements. Awareness level training sessions will be offered to college and university faculty on topics such as discipline, general education curriculum, general education teacher participation, student progress monitoring, district-wide assessment, and parent involvement. Protocols will be established with 15 area education agencies to provide professional development for general education teachers in order for them to meet federal mandates for involvement and effective participation in IEP development and implementation.

Grant Number: H323A990007

Partnerships for Achieving Student Success (PASS)

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Ending Date: 1/31/04

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Purpose: This statewide improvement project in Virginia will work to facilitate, in cooperation with school divisions: 1) the increase of the school completion rate of students with disabilities in the context of higher academic expectations; 2) an improvement in the performance of children and youth with disabilities by enhancing the knowledge, skills, abilities, and performance of all personnel who work with children and youth with disabilities; and 3) an improvement in meaningful parent/student involvement with special services personnel.

Method: This project will establish a systemwide practice of results-based program improvement for all children and youth with disabilities at state, local, and classroom levels. It will develop a partnership infrastructure that

focuses statewide efforts on progressing toward Virginia's strategic goals. Personnel working with children and youth with disabilities will be trained to attend to improved academic literacy for students with disabilities, with particular attention to Virginia's Standards of Learning. A statewide system of technical assistance, professional support, and development will be coordinated to enhance all service providers' and families' abilities to collaborate and support the focus on academic performance. Efforts will be made to increase the supply and diversity of qualified personnel to serve children and youth with disabilities.

Products: The project will increase the statewide percentage of students with disabilities successfully completing school. It will promote and increase the supply of qualified special educators and related services personnel and the statewide availability of personnel preparation opportunities in all endorsement areas and opportunities which focus on best practices. It will increase active parent and student participation in special education process decisions.

Grant Number: H323A990008

New Hampshire's State Improvement Grant in Special Education: Promoting Equity and Excellence for All Children and Youth with Disabilities

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Purpose: This statewide improvement project in New Hampshire addresses the following system components: leadership and service coordination, standards for practice, preservice education, professional development, use of data for short- and long-range planning, dissemination of exemplary practices, involvement of individuals with disabilities and parents of children and youth with disabilities, and reduction or elimination of systemic barriers to effective service delivery.

Method: This statewide improvement grant will expand and strengthen partnerships among agencies and organizations involved in and concerned with reforming and improving systems for providing education, early intervention, and transition services for children and youth with disabilities. It will establish a foundation of exemplary professional practice to inform and enrich the efforts of agencies, institutions of higher education, individuals with disabilities and their families, and other partners and stakeholders to improve educational results for children and youth with disabilities. It will improve the capacity of personnel preparation programs to support students to meet and maintain high standards for performance and it will improve the competencies of general and special educators, paraprofessionals, and families related to the provision of high quality educational services to these students. It will improve the systems that collect, analyze, and utilize data related to student performance and outcomes. It will improve service quality, coordination, and integration through policy reform, systems change, and provision of technical assistance related to transition policies and practice, student access to and participation in the general education curriculum, and school-based disciplinary policies concerning students with emotional disturbance.

Products: The project will establish for the first time in New Hampshire a system for coordinating planning, policy, and implementation of professional development and systems change efforts in general and special education; it will assure greater attention to accountability for positive learning outcomes by all local and state education efforts; it will embed consideration of children and youth with disabilities within existing professional

development and education improvement efforts; and it will establish new initiatives that focus specifically on improving results for children and youth with disabilities.

Grant Number: H323A990009

Kansas State Improvement Grant

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Ending Date: 1/31/04

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Purpose: The purpose of the Kansas State Improvement Grant is to assure that Kansas' educational systems are aligned to support all students, including those with disabilities, to achieve high state standards and positive adult outcomes.

Method: This project has the potential to impact more than 214,000 Kansans, including more than 40,000 educators and 56,000 children with disabilities and their families, statewide. The plan of operation features six major goals and intended outcomes to meet the identified needs. Goal 1 will increase inclusion of children and youth with disabilities in Kansas' system of standards-based reform. Goal 2, school-family-community partnerships, will increase active support of families in school partnerships and training and increase schools' responsiveness in family-community partnerships. Goal 3 will increase early student success, reduce frequency of referrals to special education services, and show improved conditions for young children and families. Goal 4, positive post-school outcomes, will increase gainful employment and lifelong learning. Goal 5, personnel supply/demand, will work toward an adequate supply of diverse, well-qualified, and effective education and related services personnel. Goal 6, quality issues for personnel development, involves use of administrative, curricular, and instructional practices that convey high expectations and assist students with disabilities to meet challenging standards, as well as develop and implement individual education plans (IEPs) that reflect those standards.

Products: This model for statewide systems change will stimulate partnership development within and between institutions of higher education (IHEs) and local education agencies (LEAs) as a basis for mentoring and induction systems for new teachers, for the renewal and improvement of teacher preparation, and for collaborative approaches to solving the problems of daily practice in serving children and youth.

Grant Number: H323A990011

Ohio's State Improvement Grant: A Statewide Model for Rethinking Schooling in Fundamental Ways

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Purpose: The goals of this project include: 1) to provide children and youth with disabilities access to challenging academic curricula; 2) to develop partnerships among members of the learning community to improve results for all children; 3) to increase cooperation and collaboration in and among agencies, and the coordination of services across agencies; 4) to promote collaboration between regular and special education personnel to ensure successful transitions; 5) to develop a model to document accountability and continuous improvement in service delivery; 6) to improve building-level processes for assisting students with learning problems; 7) to increase the participation of parents, families, and community members in decision-making; 8) to support the development of shared responsibility and ownership at the building level; 9) to make personnel preparation programs accessible throughout the state; and 10) to prepare graduates and school personnel to effectively manage the behavior of all students.

Method: This project will employ two basic strategies in Ohio: 1) partnership sites to demonstrate how districts can get the conditions right for all children to learn at high levels; and 2) partnership agreements with institutions of higher education (IHEs) to increase the quantity and competency of personnel required to meet student needs. This state improvement grant (SIG) will serve as the vehicle for promoting shared responsibility among partners at the state, regional, and local levels. Collaborative partnerships will assist school districts in developing the capacity to make and sustain meaningful change. The partnership agreements are structured to ensure that core "providers," e.g., regional professional development centers, special education regional resource centers (SERRCs), IHEs, parent training and information centers, educational service centers, become core "partners." Resulting models for how to use partnership resources/services in a coordinated way will help local education agencies help all youngsters to learn to succeed in school. During the first year of the project, the partnership agreements will be implemented in six regional sites. Ten additional regional partnership sites — five in year two and five in year three — will be added over the course of the project, for a minimum of 16 sites (i.e., one in each of Ohio's SERRC regions). At the same time, other funds will be used to create incentives for replicating the development of partnership sites across the state. To make personnel preparation programs accessible around the state, and to address the severe shortage of qualified personnel, including those from underrepresented groups, a series of additional partnership agreements will be implemented to prepare orientation and mobility specialists, teachers of students with visual impairments, deaf interpreters, speech-language pathologists, and behavioral interventionists.

Products: During project years one and two, a publication detailing partnership site activities will be developed for use in replicating the effective aspects of each site. During years three and four, a "promising practices" document will be produced that provides strategies for integrating professional development needs assessment processes for children with disabilities into district-wide continuous improvement planning for all youngsters. A third document, produced in year five, will summarize recommendations from a state education agency action seminar, designed as a mechanism for disseminating project findings on a national basis.

Grant Number: H323A990012

Georgia - State Improvement Grant

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Ending Date: 1/31/04

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Purpose: This statewide improvement grant for the state of Georgia is intended to improve the systems for providing educational, early intervention, and transitional services and consequently improve the performance of

students with disabilities, through responses to professional needs and partnerships that meet student needs. Responses to professional needs include professional development, technical assistance, and dissemination of knowledge about best practices. Partnerships will include state education personnel, parents of students with and without disabilities, organizations representing individuals with disabilities and their families, institutions of higher education, and community-based organizations.

Method: Activities will be conducted to increase and maintain the number of qualified personnel to provide services to students with disabilities in the following areas: general and special education teachers of students with disabilities; interpreters and teachers of students with hearing and visual impairments, who are blind or deaf, or who have orthopedic impairments; teachers of students with emotional/behavioral disorders; and speech language pathologists for students with speech/language disorders. Parent-educator partnerships will be strengthened; training will be given to provide better services to young children with disabilities and their families; general and special educators will be trained to better address rules, regulations, and procedures; and access will be provided to the general education curriculum and statewide assessment for students with disabilities. General and special educators will learn behavior management techniques for safe and orderly environments and special educators will learn to implement effective transition activities for students with disabilities.

Products: The implementation of project activities should result in the following statewide improvements for students with disabilities: an increase in the number of students who receive education with nondisabled peers for more than one-half of the school day; an increase in the number of students who exit special education and return to general education programs and who earn a degree in regular education; an increase in the number of those who participate in the statewide assessment program with and without accommodations; a decrease in those who drop out of school; an increase in the number of students who attend postsecondary education programs and who are employed upon exiting from school.

Grant Number: H323A990013

Kentucky State Improvement Grant

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Beginning Date: 2/01/99
Ending Date: 1/31/04

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Purpose: The purpose of Kentucky's state improvement program is to improve learning results for Kentucky's children and youth with disabilities at all levels so that those results are fully measurable and comparable in quality to those for all children. The state will implement these goals through a unified and coherent plan in partnership with regular and special educators, local and state administrators, related service and paraprofessional personnel, institutes of higher education and postsecondary programs, and students with disabilities and their families.

Method: To improve the academic and behavioral skills of students with disabilities, the state will increase the partnerships between parents and students and state and local systems that contribute to success in these areas. It will offer collaborative and integrated teacher preparation programs, develop state and local support systems and networks, and promote a systemic integration and coordination of local education resources, all designed to promote student academic and behavioral success. To increase the effectiveness of early intervention services and to ensure the successful transition of students with special needs into preschool programs, the state will work to increase parents' knowledge about and participation in the education of their children. It will work to

increase the number of qualified special education personnel in early intervention and train them in the development of natural supportive environments as well as in the use of assistive technology to improve student access to educational opportunities. It will also increase the number of accredited inclusive intervention programs in the community that facilitate transition to preschool. To increase the number of students with disabilities who complete school and transition to an adult life style of their choice, the state will form and sustain partnerships with students, parents, education and other human service agencies, employers, institutes of higher education, and communities.

Products: The professional development programs and collaborations implemented through the project will increase the number of qualified general and special educators, related services personnel, and paraprofessionals who serve students with disabilities. The comprehensive and innovative technology systems instituted by the project will enhance learning results for students with disabilities. With such changes, the project will help bring a major increase in the overall performance of students with disabilities in statewide assessments. The effectiveness of early intervention and preschool transition programs will be increased. The project will increase the number of students with disabilities who complete school and attain their choice of employment or continuing education.

Grant Number: H323A990015

Investing in Our Students: Michigan's Model to Improve the Performance of Students with Disabilities

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Ending Date: 1/31/04

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Purpose: Michigan's Model to Improve the Performance of Students with Disabilities is an integrated design to bring both high quality and efficiency to comprehensive personnel development for improving the performance of children and youth with disabilities and an understanding of their disability. This State Improvement Grant (SIG) will provide the resources necessary to implement the model and assure improved skills and competencies for practitioners and parents, and ultimately improved performance for children and youth.

Method: The functional model employed by this project will integrate diverse and existing state-level activities into a cohesive, coordinated, and efficient effort. The SIG provides a framework for analyzing, synthesizing, coordinating, and disseminating important information and skills for educators, parents of children and youth with disabilities, and the students themselves in Michigan. The project will focus on improving the capacity of those who work with children and youth. The model supports continuous progress in developing a strong delivery system in which practitioners are skilled and students achieve at higher levels. Three priorities of this project are the following: 1) improving transition practices; 2) implementing positive behavioral interventions and supports; and 3) addressing personnel shortages, including underrepresentation of personnel reflecting the diversity of the student population.

Products: The project will foster networks of partnerships to assist in reforming Michigan's many and diverse personnel development efforts into a comprehensive system for providing training in early intervention, educational, and transitional services to children and youth with disabilities. A set of four "hubs" for coordinating training and information flow will be established to: 1) develop information based on student progress indicators; 2) disseminate information to all participants in the education community; 3) support sustained learning

leading to changes in the practice related to improving student performance; and 4) support districts in developing local capacity to assure quality services to all students.

Grant Number: H323A990016

State Program Improvement Grant

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Ending Date: 1/31/04

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Purpose: The plans for the Maryland State Improvement Grant are based on a vision of a unified system that centers around a core set of student outcomes and standards that define goals for the system, and there is a means for assessing student progress toward those outcomes. Curriculum and instruction are aligned with the standards and outcomes, and the entire core is supported by policies and programs that guide professional development and preparation, technical assistance for school improvement, and the allocation of resources. The unified system accommodates and supports diverse learners without unnecessary categorization of students or program resources. The system values flexibility and collaboration at all levels in order to promote student attainment of goals. To make this vision a reality, the mission of this SIG is to improve education and outcomes of students with disabilities through services and strategies that involve stakeholders and system components in sustained efforts to bring about progressive and positive change in services for students aged three to 21; in professional development across the spectrum of professionals, paraprofessionals, and parents; and in preservice preparation of general educators, special educators, and related personnel.

Method: This mission will be accomplished through informed leadership and involvement of people at all levels of the education community in a process that unifies the system by integrating the education of students with disabilities into statewide standards-based reform and accountability. Project services and activities will: 1) fully integrate education of students with disabilities into statewide standards-based reform and accountability; 2) expand opportunities of students with disabilities to participate in the general education curriculum and statewide performance assessments; 3) design and deliver professional development that responds to standards-based needs for building personnel competencies to improve education and outcomes of students with disabilities; 4) strengthen the capacities of preservice preparation programs to increase their productivity and their capacities to align preparation with standard-based reform and professional development; 5) improve the capacities of the statewide early intervention system to provide high-quality services for infants and toddlers with disabilities and their families, and to promote readiness to learn; and 6) assist school districts, higher education, professional development, and other stakeholders in using research and best practice for school improvement, program improvement, and management of change.

Products: The work of the State Improvement Grant will be of significant assistance to local education agencies striving toward educational improvement and inclusion within Maryland's nationally recognized accountability system.

Grant Number: H323A990018

Ka Hihi'o O Na Liko O Hawai'i Mua (The Vision of the Budding Children of Future Hawaii)

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Beginning Date: 2/01/99
Ending Date: 1/31/04

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Purpose: The Hawaii State Department of Education state improvement plan will improve systems that provide early intervention, educational, and transitional services through an innovative personnel development program supported by coordinated policy, procedure, and practice interventions. This strategy is expected to lead to significant gains in in-school and post-school outcomes for children with disabilities.

Method: The project integrates personnel development and system improvement outcomes in order to build local capacity to meet the needs of students with disabilities. Interdisciplinary professional development teams will provide training to school-based teams that will implement new practices and provide feedback to policy level work groups, which recommend systemwide changes. As part of these teams, educators, related service providers, and parents are supported at the school level, which allows an easier development of improved procedures and potential policy improvements at the state level. This multilevel approach, linked with continuous feedback of information, will ensure lasting and sustained system improvements for children with disabilities and their families.

Products: The project's emphasis on state-level policy making, district-level training and support, and school-level practice will directly and positively affect outcomes for children with disabilities. As participants are trained and supported at each system level, capacity is developed to improve areas of critical need and sustain these improvements over time.

Grant Number: H323A990019

Utah State Improvement Grant

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Ending Date: 1/31/04

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Purpose: Through this state improvement project, the Utah State Education Agency will address the need for inservice and preservice preparation to ensure that all personnel who work with children with disabilities have the skills and knowledge necessary to meet their needs.

Method: The project will provide general and special educators with the content knowledge and collaborative skills to meet the needs of children with disabilities. It will prepare professionals and paraprofessionals in the

area of early intervention and work with institutions of higher education and other entities to prepare personnel to ensure that those institutions and entities develop the capacity to continue to support professional development programs that meet state and local needs. The state education agency will develop cooperative agreements with other states for joint support and development of programs to prepare personnel for which there is not sufficient demand within a single state to justify such programs. It will work with neighboring states to address the lack of uniformity and reciprocity in the credentialing of teachers and other personnel. The project will enhance the ability of teachers and others to use successful strategies and best practices to address the conduct of students with disabilities that impedes learning in the classrooms.

Products: The project will acquire significant knowledge derived from educational research and other sources, and will develop information about how the state, if appropriate, will adopt these promising practices, materials, and technology. This knowledge will be disseminated to teachers, administrators, school board members, and related services personnel. Project efforts will build local and state capacity to provide, improve, and expand services for students with disabilities and ensure a continuing supply of qualified personnel at all levels.

Grant Number: H323A990022

Improving Results Initiative

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Ending Date: 1/31/04

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Purpose: The Improving Results Initiative for Idaho is based on a collaborative partnership designed to align and strengthen educational systems that contribute to high achievement for children and youth with disabilities. Partners in this project include the Idaho State Department of Education, local education agencies, Idaho Parents Unlimited, institutions of higher education, and others.

Method: Specific activities that will help children and youth with disabilities to meet or exceed newly established content and performance standards include the following: implementation of state and local policies and procedures that strengthen the capacity of schools to improve educational results for all students, including those with disabilities; enhancement of the capacity for parents to influence reforms and increase their children's educational achievements; revision of professional and paraprofessional standards, certification requirements, and personnel development programs for the purpose of redefining personnel skills necessary to improve results for children and youth with disabilities; creation of a system of preservice and inservice training to ensure that parents and professionals are prepared to meet students' needs; effective administration, systematic evaluation, and continuous improvement of the project through a partnership with local and state education agencies and institutions of higher education.

Products: Institutions of higher education will receive subgrants to align training programs with revised standards, which will ensure that school personnel will have the skills and knowledge to sustain school improvements. A training clearinghouse will increase access to professional development by coordinating the preservice and inservice training efforts of all partners across the state. The project will also provide tuition waivers, assistanceships, and other incentives to recruit and train a sufficient number of individual, particularly those from underrepresented groups. Strategies to retain special educators and related services providers in employment

education system in order to maintain a superior level of academic achievement by both regular and special education students.

Grant Number: H323A990026

Improving the Special Education System in California

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Ending Date: 1/31/04

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Purpose: This project will develop collaborative partnerships to improve services for children and youth with disabilities. The state improvement plan will serve as a guide to help system stakeholders concentrate improvement efforts and focus on future achievements and as a blueprint for those responsible for making system improvements by delineating and prioritizing training, technical assistance, and other systemic needs.

Method: The project will help set high academic standards and clear performance goals for students with disabilities, along with appropriate and effective strategies and methods to ensure that students have maximum opportunities to achieve those standards and goals. Teachers will participate in comprehensive professional development programs to ensure that they will possess the skills and knowledge necessary to address the educational and related needs of those children. Finally, the project will work for service integration and the coordination of state and local education and other agencies to address the full range of student needs.

Products: Through its efforts, the project intends to increase the percentage of students with disabilities who are performing equal to or better than the average of students without disabilities, to increase the positive results achieved by students with disabilities on school and post-school outcomes as determined by state standards, to reduce the rate of suspensions and expulsions of students with disabilities compared to the rate of general education students, and to increase the percentage of special education students earning a high school diploma or GED so that the percentage is equal to or higher than that for nondisabled students. The project will increase the rate of special education teachers who are fully credentialed and the percentage of special and general education teachers responding to inservice training, resources, or technical assistance.

Grant Number: H323A990027

Massachusetts State Improvement Grant: Project FOCUS

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Purpose: Project FOCUS offers the following outcomes to guide statewide efforts toward systems improvement for the benefit of all students: 1) knowledgeable parents and service providers working together to provide high

quality early intervention and preschool services within natural environments for infants and toddlers; 2) knowledgeable parents and educators working together to ensure that all students (K-12) have access to the general curriculum are supported across all educational settings, and are able to demonstrate their acquired knowledge as full participants in every aspect of education reform, including a variety of options for improved postsecondary outcomes; 3) restructured teacher preparation and professional development programs to incorporate promising practices of teaching and learning for students with diverse abilities and needs, based on education reform standards, including strengthening ties among preservice programs, school districts, and local communities; and 4) enhanced accountability procedures at the state and local level for students, parents, and educators.

Method: Project FOCUS is designed to provide preservice and professional development activities for educators, parents, students, and other interested stakeholders. The major themes of parent collaboration, research to practice, interagency coordination, innovation, capacity building, and linkages to existing activities to maximize community, state, and federal resources are reflected across activities in six focus areas. The first focus area prepares providers and parents to understand and implement a shift in the provision of services and supports to natural environments during early intervention and preschool years. The second focus area, kindergarten and elementary ages, prepares teachers and parents with skills related to ensuring access to the general curriculum in general education settings for all students, with an emphasis on literacy skills (including Braille literacy), universal instructional design to accommodate diverse learning styles, and issues related to the educational climate. The third focus area will maintain the same content as the second focus area adjusted to respond to the needs of older students and generally different administrative and organizational features of middle schools and high schools. The fourth focus area will address enabling students with disabilities, ages 18-22, to participate in adult options, including postsecondary education and employment, with their nondisabled peers. The fifth focus area will assist teacher preparation programs statewide to restructure and unify curricula based on education reform standards and teaching methodologies to prepare general and special educators and paraprofessionals to work with all students within the context of a professional development school model. The sixth focus area will develop and enhance existing accountability systems across the full range of services for infants, toddlers, and students with disabilities.

Products: A network of mentors will be created from various school districts across the state. Among other roles, mentors will assist with training and technical assistance activities. Three series of regional training sessions will be developed: one set for teams of early intervention and preschool educators, parents and service providers; a second set for educators, parents, and elementary-aged students; and a third set for middle school, high school, and transition-aged students, parents, educators, and employment-related service providers

Grant Number: H323A990028

Missouri Preparation of Personnel Partnership

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Beginning Date: 2/01/99
Ending Date: 1/31/04

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Purpose: The goal of the Missouri Preparation of Personnel Project is to improve the educational outcomes for students with disabilities and ensure a comprehensive statewide system of personnel preparation and development that reflects collaboration of consumers, professional organizations, local school districts, and higher education through the following: 1) to increase the supply of qualified special education personnel and related

services personnel who are available to carry out the purposes of IDEA to provide special education services to children aged 3 to 21 years so that the shortage is reduced to 1% vacancy and 3% temporary certificates; 2) to provide professional development and systems enhancement to increase the percentages of students with disabilities that score at the near proficiency, proficient, and advanced achievement levels for the Missouri Assessment Program content areas of Mathematics and Communication Arts (Reading) by 25%; 3) to increase by 25% the number of students with disabilities who graduate with diplomas and decrease by 25% the number of students with disabilities who exit the school without a diploma; and 4) to achieve systemic change throughout Missouri in increasing placements in regular education in targeted local districts by 20% through individualized training and technical assistance and changes in institutions of higher education.

Method: The project will: 1) establish a strong administrative structure; 2) designate an Advisory Board; and 3) establish a management information system that will allow for precise measurement of outcomes for students with disabilities and compile relevant statistics on educational personnel. The grant will build the capacity of local schools to provide services to the target population through fewer vacancies in critical special education and related services positions by providing implementation grants and extensive training opportunities.

Products: The project will produce: 1) a mentoring manual focused on ways to support new teachers in special education; 2) reading curricula and training for teachers developed by the Eisenhower-funded reading initiative; 3) fact sheets on findings of the evaluation of this project; 4) a multi-media inquiry-based curriculum for preservice and inservice professional development that supports inclusion and the Show Me Standards; and 5) effective tutorial interventions to raise achievement of lower functioning students.

Grant Number: H323A990029

Vermont State Improvement Grant

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Beginning Date: 2/01/99
Ending Date: 1/31/04

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Purpose: The purpose of the Vermont state improvement plan is to improve educational results for children with disabilities through professional development, technical assistance, and dissemination of knowledge about best practices.

Method: Based on critical needs for professional development, the State Department of Education and its partners have identified four statewide initiatives for inclusion in the state improvement plan: 1) accommodating children with disabilities in statewide assessments; 2) preparing Master's level speech and language therapists committed to working in Vermont schools; 3) recruiting and supporting the preparation of sign language interpreters and occupational and physical therapists committed to working in Vermont; and 4) implementing model early literacy programs for all students, with special emphasis on students failing or at risk of failure, including those with disabilities. The framework for the improvement plan includes standards for vital results and fields of knowledge, recommendations for providing instruction, and assessment of student learning across the grades.

Products: Each of the four components of the project will result in system-wide improvements. The training and technical assistance provided by the statewide assessment component will enable special educators and IEP teams to use effective participation strategies and options that will result in the full participation of students with

disabilities in statewide assessments. The establishment of a program at the University of Vermont for personnel preparation will assure a steady supply of appropriately trained professionals that will meet a continuing need. New opportunities for supporting the preparation of interpreters for the deaf and hearing impaired will improve the educational opportunities for these students. The early literacy component of the project, focused on prevention, early identification, and intensive instruction for children at risk of school failure, will help to dramatically increase student performance. Working closely with its partners, the state will implement a comprehensive plan for dissemination of best practices. Each element of the plan will be evaluated and the results disseminated through all of the partners and will result in improved performance of students statewide.

Grant Number: H323A990033

Professional Development Partnerships for Improving Student Outcomes

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Beginning Date: 2/01/99
Ending Date: 1/31/04

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Purpose: The Commonwealth of Pennsylvania through the Department of Education will develop a unified, integrated, and coordinated network entitled the Professional Development Partnership for Improving Student Outcomes. This Professional Development Partnership will be responsible for professional development, technical assistance, and dissemination of knowledge of best practices. All activities will focus on improving results for children with disabilities while promoting systemic change. Key goals of the state improvement plan include: 1) establishing high standards for students and teachers consistent with the Governor's Education Initiatives; 2) aligning the goals of the plan with goals and activities of appropriate state plans to promote coordination, collaboration, and systemic change; 3) establishing clear accountability methods that accurately measure the outcomes/performance of students while holding local education agencies accountable; 4) improving the quality and quantity of professionals, especially in areas of identified need/shortages, and 5) improving the recruitment, preparation, and retention of underrepresented groups of professionals.

Method: The state improvement plan (SIP) will build partnerships that focus on coordination and collaboration with existing agencies, programs, projects, and resources. Integration of the goals of the Professional Development Partnership within existing policies and state-level initiatives will be a primary focus to ensure systemic change. A two-tiered approach will be used: 1) state-level policy review and revision, and 2) local-level pilot implementation and evaluation. This two-tiered approach ensures that policy will be anchored in practice. Key strategies to insuring that goals of the SIP are met include: 1) providing coordinated technical assistance to local education agencies; 2) restructuring preservice training programs so that graduates are prepared to meet the complexities of today's students and the school environment; 3) changing state policies and procedures to address barriers to systemic change; and 4) disseminating best practice information to assist parents and professionals in translating policies and procedures into effective practices in schools resulting in improved student performance.

Products: This project through its coordinated partnerships and systemic reform will improve the results of students with disabilities. Aligning state and local policies and effective practices through the Pennsylvania Development Partnerships will enable all students to achieve their full potential and become productive citizens. Annual reports will be developed and disseminated to partners as well as a training summary of statistics and report. Project staff will provide preservice and inservice training, disseminate training packets via the World Wide Web, and disseminate personnel clearinghouse information via the World Wide Web.

Grant Number: H323A000001

Nebraska Special Education State Program Improvement Grant

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Beginning Date: 7/01/00
Ending Date: 6/30/05

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Purpose: This project will support a research-based behavior improvement academy. The project will also address systemic changes in state policies to: 1) support staff development programs to improve behavior and instructional strategies, 2) improve transition services and service integration, and 3) increase personnel supply.

Method: The statewide program will initiate systemic reforms and build local capacity to provide, improve, and expand services to students with disabilities and their nondisabled peers. It will support the need to build the capacity of local education agencies to change systems to improve behavior and instructional strategies. It will ensure an adequate supply of personnel to meet the needs of students with and without disabilities and their families. The project will establish a Leadership Development Academy to implement research-based behavior improvement and to teach instructional strategies.

Products: This project will improve the skills of personnel in the area of research-based positive behavior management and instruction. Systems will be aligned and policy changed at the state and local levels to support students with disabilities and their non-disabled peers. Statewide educational policies and resources will be leveraged to help support future local capacity building for behavior management and instruction. The project hopes to positively affect achievement scores, graduation rates, and post-school outcomes for students with disabilities and their nondisabled peers.

Grant Number: H323A000003

Connecticut State Improvement Grant—Special Education

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Beginning Date: 7/01/00
Ending Date: 6/30/05

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Purpose: This project will address identified state needs included in the Connecticut State Improvement Plan. Needs will be addressed through the formation of a statewide partnership team for leadership and through requests for proposals and incentives that support partnership teams of schools, institutions of higher education, state agencies, community organizations, and parents to: 1) improve systems' abilities to meet the needs of diverse learners; and 2) reduce personnel shortages in low-incidence disability populations with an increase in representation of minority personnel.

Method: The first goal will be accomplished by: 1) developing and replicating programs to address: transitions from Part B to Part C and to postsecondary situations, literacy in young children (ages zero to eight) and their

parents, parental involvement, behavioral needs of children, and instructional methods to meet learners' needs; and 2) providing incentives to promote systems change in institutions of higher education to train educational professionals to meet the diverse needs of all children (0-21), including those with visual impairments. The second goal will be accomplished by: 1) developing a statewide coordinated data collection system to project future pools of qualified candidates; and 2) providing incentives to recruit students to enroll in training programs for bilingual speech pathologists, teachers of visually impaired, and other low-incidence populations.

Products: Existing partnerships will be strengthened and new partnerships will be formed, children's performance in literacy and behavior will be improved, and personnel shortages will be reduced with an increase in minority representation.

Grant Number: H323A000011

Montana's State Improvement Plan

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Beginning Date: 7/01/00
Ending Date: 6/30/05

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Purpose: Montana's State Improvement Grant will help expedite the state's progress in creating an educational system in which all students receive the supports and services they require to be successful. Building upon a previously initiated general education reform effort, this project will encompass initiatives that serve three purposes: 1) to align concurrent activities within general and special education to create a unified and coherent agenda of school improvement in Montana; 2) to target specific areas of need unique to the delivery of services to students with disabilities, creating new partnerships, approaches, and solutions to improve outcomes in areas known to be in need of improvement; and 3) to target statewide challenges in the area of personnel preparation, recruitment, retention, and professional development.

Method: Project goals will focus on three areas: standards-based reform; improved outcomes for students with disabilities; and personnel retention, recruitment, and professional development. Work in each of these areas will be coordinated by a team comprised of individuals whose collective knowledge, skills, and areas of responsibility create a context in which identified activities have the participation and resources necessary for completion. For example, coordinated responses to training needs can be developed when teams involve individuals representative of the preservice, inservice, and school implementation levels. All project initiatives are designed with this systems approach to maximize the impact of project initiatives.

Products: This project will assist in Montana's progress toward creating an educational system in which all students receive the supports and services they require to be successful. Formal school improvement partnership agreements with the Office of Public Instruction will ensure that project efforts are integrated with other State plans and will be aligned in a way that maximizes available resources. Agreements with the state's parent training center, institutions of higher education, and other organizations within the state will help ensure the sought-for outcomes for young children and students with disabilities in Montana.

Grant Number: H323A000012

Improving North Carolina's System of Education for Exceptional Children

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Beginning Date: 7/01/00
Ending Date: 6/30/05

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Purpose: The North Carolina State Improvement Project will establish and implement, in alignment with the comprehensive system of personnel development, program support services to significantly improve the performance and success of students with disabilities within the state. The project will work to improve basic skills performance for students with disabilities, increase the percentage of qualified teachers of students with disabilities, increase graduation rates and decrease drop-out rates of students with disabilities, and improve parent satisfaction with, and support of, school services.

Method: The administration and management of the project will be conducted through a collaborative educational partnership. A network of nine research-based training and demonstration centers will be established to demonstrate the implementation of research-proven approaches to the basic skills instruction and use of positive behavioral supports. These centers will provide training of trainers and resources in the use of research-proven methods for instruction in basic skills.

Products: The project will establish a system of continuous leadership training and support for school administrators, and a system of parent training and support. In combination with other state programs and resources, a system of recruitment and training support will be established to attract and retain special education teachers. An accountability system will also be established to measure the impact of the state improvement project and other restructuring and improvement efforts on the performance and success of students with disabilities.

Grant Number: H323A000013

Illinois State Improvement Grant: Staff for Student Success

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Beginning Date: 7/01/00
Ending Date: 6/30/05

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Purpose: This statewide improvement project constitutes a coordinated system of professional development to assure that Illinois has an adequate supply of appropriately trained special education personnel to assure improved results for students with disabilities, and that the state has staff sufficiently prepared to work collaboratively with personnel in general education. Project activities will concentrate on increasing the availability and quality of services and identifying the personnel needed to maintain and support students with disabilities in the general curriculum and general education settings.

Method: The project will support a variety of personnel preparation and development activities, with a focus on local, regional, and state needs related to supplying an adequate number of individuals prepared to provide the kind of special education services outlined in IDEA '97 and in statewide educational reform. The project has two broad goals that address these needs: 1) In order to increase the number of appropriately trained and credentialed special education and related services personnel, meet student needs, and address identified geographic areas of shortage, Educator Academies will be set up in geographic areas that have substantial shortages of personnel. These academies will be linked to a school district but will include broad collaboration with colleges and universities and other education entities. 2) In order to provide a network of professional development that coordinates local, regional, and state resources with parents and educators who share responsibility for implementing an integrated service delivery model, Professional Development Academies will be set up with an interest in the quality of schools and the future work force. These academies will establish partnerships that will continue after the term of the grant. Town meetings will provide information for designing local personnel preparation and development initiatives that will have an impact on both goals.

Products: The project will establish a continuing system of professional development through the maintenance of Educator and Professional Development Academies and partnerships with professional organizations to recruit needed personnel who are appropriately trained and credentialed to deliver the necessary services for individuals with disabilities. The project will also work to expand higher education offerings to prepare personnel in accordance with the standards-led system, in partnership with local school districts and special education joint agreements. An increased number of parents, educators, and community members will be provided with current information and skills regarding improving results for individuals with disabilities. Through project efforts, more parents from diverse and traditionally underrepresented populations will be able to participate in the local and regional professional development offerings.

Grant Number: H323A000015

Quality Education in the Last Frontier: Alaska's State Improvement Grant Proposal

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Beginning Date: 7/01/00
Ending Date: 6/30/05

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Purpose: The Quality Education in the Last Frontier (QELF) project, Alaska's state improvement grant, is designed to increase educational services and successful outcomes for all students, including students with disabilities. The QELF project will provide extra support and technical assistance as well as facilitate collaboration among its partners.

Method: The QELF project will advocate for full inclusion of students with disabilities in statewide education reform activities by providing training, resources, and technical assistance to school districts, parents, families, communities, and state agencies. The project will also increase cooperation among stakeholders and build the capacity of systemic structures currently in place. Innovative strategies will be used to improve the recruitment, training, and retention of paraeducators and professional educational personnel.

Products: Through project efforts, more students, including students with disabilities, will participate in activities related to Alaska's Quality Schools Initiative and other school reform efforts. Parents, families, and community members will participate in activities that promote student achievement. The project will develop and sustain effective partnerships with state agencies that provide services affecting students' educational achievement and will develop an infrastructure to recruit, train, and retain paraeducators. An evaluation program developed by the project will ensure the efficient use of federal, state, and local resources for project activities.

Grant Number: H323A000016

Minnesota Statewide Systems Change Alliance in Special Education

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Beginning Date: 7/01/00
Ending Date: 6/30/05

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Purpose: The Minnesota Statewide Systems Change Alliance is a collaborative partnership of parents, state and local education agencies, institutions of higher education, community service providers, and other organizations committed to implementing initiatives that will lead to measurable changes in the statewide system of special education. The goal of the Alliance is to create a comprehensive, integrated service delivery system of highly skilled personnel who will work together, along with parents, to ensure that students with disabilities are provided full access to general education programs.

Method: To guide its activities, the Alliance has adopted a model based on information obtained from statewide needs assessments as well as strategic goals identified by parent and professional groups. The model reflects priorities in three areas: facilitating access to general education curriculum and achieving results; implementing a coordinated, multidisciplinary interagency service system; and ensuring the availability of a qualified special education workforce. These areas represent the general framework from which all professional development and dissemination initiatives have been designed and will be implemented.

Products: The cadre of trainers trained by the project will provide ongoing staff development to increase collaboration between general and special education within the state. The project will develop training modules that outline a process to help teachers include graduation standards in IEPs or individual interagency plans. An interagency task force created by the project, which includes parents, advocates, and representatives from state agencies, will work together to design a school and community change model emphasizing interactive mastery, verbal persuasion, and vicarious experience. This model will be developed into a training manual; other training publications will be created and dissemination activities conducted regarding assistive technology planning.

Grant Number: H323A000017

North Dakota State Improvement Grant Project

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Beginning Date: 7/01/00
Ending Date: 6/30/05

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Purpose: Through the systematic analysis of a wide range of needs assessment data, the North Dakota Department of Public Instruction and its State Improvement Grant (SIG) Partners have established three goals to improve the results for children and youth with disabilities: 1) to have the necessary personnel to ensure effective services for children and youth with disabilities; 2) to have preservice and professional development systems that will build capacity of general education, special education, educational administration, related services personnel, and families to ensure quality education for all students in the least restrictive settings; and 3) to have youth with disabilities attain positive post-school results through consistent statewide transition planning and implementation.

Method: To provide the necessary personnel with preservice and professional development, the SIG Partners will develop a coordinated approach to meeting these needs statewide, including participation of the Partners in a leadership academy, roundtables, and numerous collaborative training activities. Pilot sites will be selected for the training and they will receive support in planning and implementing comprehensive school improvement strategies that are data-based and support access to the general education curriculum for all students. The sites will serve as the geographic focus of training that will result in a cadre of field-based consultants and in an increase in local capacity to provide technical assistance to school personnel. Additionally, a roundtable of the Partners will offer mini-grants for parent and family participation in various activities, including co-training.

Products: Building on existing resources, the project will provide multiple approaches for delivery of continued technical assistance and training for service providers in a rural state through use of electronic technology and interactive television. Formal mentoring relationships will sustain and support first-year special education teachers throughout the state in a Resident Teacher Program. A network of field-based consultants will be established in each region of the state, not limited to public school personnel, but inclusive of other agencies.

Grant Number: H323A000019

Oklahoma State Improvement Grant

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Beginning Date: 7/01/00
Ending Date: 6/30/05

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Purpose: The purpose of the Oklahoma State Improvement Grant (SIG) is to promote a systems change effort to ensure that all personnel who work with children with disabilities are prepared and supported in providing a high quality education. The plan for Oklahoma's state improvement grant includes two major goals: 1) prepare children and youth with disabilities to meet the challenging state standards and make successful transitions to adult

life through the establishment of a sustainable model of personnel preparation and professional development; and 2) ensure an adequate supply of qualified personnel to address regional shortages and to meet the needs of children and youth with disabilities by strengthening an infrastructure to support a comprehensive, coordinated system of recruitment, retention, and retraining activities.

Method: To achieve the first goal, multiple partnerships will be established between the state education agency (SEA), families, institutions of higher education (IHEs), local education agencies (LEAs), and communities, to more effectively prepare and support inclusive personnel at both the IHE and LEA levels through the redesign of the content and delivery of preservice personnel programs and the creation of regional professional development schools within LEAs. To achieve the second goal, existing recruitment, mentoring, and other teacher support activities will be expanded. A broad-based state level committee will be established to study issues in the area of recruitment, retention, and retraining and make recommendations regarding special education and related service personnel needs in the state.

Products: The project will produce systems change in personnel preparation and significant improvement in Oklahoma's personnel development infrastructure. The overall model and strategies for achieving these goals are research-based and provide for translation of research to practice in personnel preparation.

Grant Number: H323A010003

Wyoming State Improvement Grant "Project Readiness"

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Beginning Date: 8/01/01
Ending Date: 7/31/06

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Purpose: The Wyoming State Improvement Grant (WySIG) will build a systemic reform approach to ensure that all students, including students with special needs, actively participate in the regular classroom as Wyoming moves to a rigorous, standards-based educational system. Students with disabilities will receive the core educational services and programs that will enable them to master all of the state standards, beginning with the graduating class of 2005 and beyond.

Method: The four basic components of this reform approach involve: 1) improving the preservice and inservice training for teachers of Wyoming's students with disabilities; 2) recruiting and training qualified personnel to meet the needs of Wyoming's students with disabilities; 3) providing Wyoming's parents with learning tools to effect school reform; and 4) creating partnerships to implement this reform project. The project will integrate these four diverse components into an effective vehicle for educational reform in the best interests of Wyoming's students with disabilities. To achieve the vision, changes will be made at the school, local education agency, and the state level to help students.

Products: All initiatives for this project begin and end with the standards. The project begins by identifying the needs of the student with a disability and then proposing and executing activities that ultimately help that student meet the standards all other students are expected to meet. The ultimate outcome is to change policy at the state level by involving all the stakeholders and increasing the effectiveness of inclusive classroom practices by educators.

Grant Number: H323A010005

Florida's State Improvement Grant

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Beginning Date: 8/01/01
Ending Date: 7/31/06

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Purpose: The purpose of Florida's State Improvement Grant (SIG) is to improve results for students with disabilities by increasing the state's capacity to recruit, prepare, and retain sufficient numbers of qualified personnel to provide effective instructional and related services.

Method: The project consists of three major goals to accomplish this purpose: 1) ensure that sufficient numbers of qualified personnel are available in all regions of the state to provide effective instructional and related services; 2) enhance the capacity of colleges of education and departments of special education to increase the quality of personnel preparation programs through the development and implementation of Faculty Innovation Institutes; and 3) support the participation of the state's Parent Training and Information Center (operated by the Family Network on Disabilities) in collaborative opportunities designed to increase the quality and availability of special education and related services personnel.

Products: The SIG will work with the existing system of the nine regional Comprehensive System of Personnel Development (CSPD) Professional Development Partnerships. Each Partnership will design and implement activities to increase recruitment and retention of special education personnel (including administrators, teachers, paraprofessionals, and related service providers) into the profession. Through the design and implementation of annual Faculty Innovation Institutes, the project will provide teams of general and special education faculty from the state's universities and colleges with information and skills to increase the capacity of preservice preparation programs to provide effective, needs-based, research-validated personnel preparation.

Grant Number: H323A010006

State Improvement Grant for Special Education

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Beginning Date: 8/01/01
Ending Date: 7/31/06

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Purpose: New Jersey's State Improvement Grant is responsive to the challenge identified through the self-assessment process of the New Jersey Department of Education's Office of Special Education Programs, recent federal compliance reviews, and the vision of key self-assessment stakeholders: to maximize the development and learning of children and youth with disabilities ages birth to 21.

Method: The project goals include: 1) creating positive and effective school environments that promote participation of students with disabilities in the general education curriculum and in academic, nonacademic, and extra-curricular programs and the school community, and that promote successful transition of students with disabilities to adult life and community inclusion; 2) creating positive and effective school environments that foster collaboration with families of students with disabilities; 3) fostering the successful transition of children with disabilities from early intervention to preschool programs; and 4) recruiting general and special education personnel prepared to educate students with disabilities in inclusive programs.

Products: The New Jersey State Improvement Grant will contribute to comprehensive statewide systems change regarding access, equity, and positive outcomes for students with disabilities.

Grant Number: H323A010011

Circle of Commitment: New Mexico State Improvement Grant

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Beginning Date: 8/01/01
Ending Date: 7/31/06

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Purpose: This State Improvement Grant creates the structural changes that New Mexico (NM) needs at state, regional and local levels to ensure that systemic improvements will occur. The four goals are: 1) build state education agency capacity for system alignment; improve student access, participation, and progress in general education; and provide FAPE; 2) establish a statewide system of personnel development and address under-representation in the professional education workforce; 3) improve student outcomes and support high needs districts; and 4) improve family and student participation and leadership in systemic reform.

Method: To align special and general education personnel development and improvement goals, local efforts must simultaneously be facilitated and guided at the regional and state levels. This three-tiered structure for change — local, regional, and state — will link reform strategies and ensure that systemic change will be sustained. Local level strategies will improve the school-level EPSS (Education Plans for Student Success) and include students with disabilities in the system of school improvement and accountability. At the regional level, the Regional Education Centers/Regional Cooperative Centers will be linked and coordinated with institutions of higher education to create an unprecedented partnership with local districts and parent training and information centers for system-wide personnel development. At the state level, a Personnel Development Mega-Council will be formed, with local and regional representation. Together these partnerships will provide a regional learning and support community, a state-wide train-the-trainer institute, and local district Professional Development Teams, to create a continuum of personnel development opportunities from initial recruitment, to preservice preparation, to school district induction, to continuing development. Ten "Pioneer" districts have been selected to serve as demonstration sites for several initiatives, so that specific reform strategies can be validated before they are replicated statewide.

Products: The project will create a coherent set of strategic goals and actions that will impact priority student, family, and personnel outcomes. By involving families and consumers as meaningful partners with state and local leaders in systemic reforms, project results will be sustained and strengthened beyond the project period.

Grant Number: H323A010012

Connecting IDEAs Project

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Beginning Date: 8/01/01
Ending Date: 7/31/06

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Purpose: The mission of the Connecting IDEAs Project (CIP) is to initiate, develop, and maintain a system for improving results of special education services in Washington. The goals that will guide the work of the partnership to meet the state's mission and to build capacity to improve results for children and youth with disabilities are as follows: 1) improve the academic performance of students receiving special education services; 2) improve the post-school performance of students receiving special education services; 3) ensure that eligible special education students receive a free appropriate public education; 4) enhance preservice preparation opportunities for all personnel; 5) enhance inservice preparation activities; and 6) retain and enhance skills of existing special education personnel.

Method: Washington State has developed a comprehensive set of performance standards, the Essential Academic Learning Requirements (EALRs). The Washington Assessment of Student Learning (WASL) measures student performance towards the EALRs. Students with disabilities are expected to meet the EALRs and participate in the WASL, as appropriate. In order to ensure that children and youth with disabilities participate and succeed in achieving the EALRs, a partnership will facilitate and strengthen the educational systems needed to support these children and youth. The partnership includes Washington's Parent Training and Information Center, institutions of higher education (IHEs), Educational Service Districts (regional), local education agencies, and many others. As the system changes, other individuals and organizations with expertise will be identified and invited to join the partnership to ensure continuation and refinement of the system beyond the grant's funding period.

Products: CIP products will be: 1) demonstration sites focusing on research to practice, 2) county community councils focusing on secondary transition; 3) IHE and demonstration site links focusing on preservice education; 4) a training clearinghouse focusing on inservice education; 5) an online academy focusing on recruitment and retention; 6) a mentorship program to improve retention; and 7) a cadet training program to improve recruitment. The anticipated results will be a coordinated system to support children and youth with disabilities which will ultimately benefit also their families, education and service providers, professional development providers, organizations representing individuals with disabilities, and local communities.

Grant Number: H323A010013

Oregon's Special Education State Improvement Plan: Project PURSUIT (Providing Ultimate Results for Students Using Improved Teaching)

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Beginning Date: 8/01/01
Ending Date: 7/31/06

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Purpose: Oregon's State Improvement Plan for Special Education — Project Pursuit — will support partnerships to achieve these three goals: 1) improve reading achievement for students with disabilities; 2) have greater access to the Oregon Statewide Assessment System at their appropriate instruction levels for students with disabilities; and 3) recruit and retain highly qualified special education personnel.

Method: To arrive at these goals, four distinct needs were identified by educators and parents, and were informed and driven by data provided by the Teacher Standards and Practices Commission, the Oregon University System, and the Oregon Department of Education. The four needs are the following: 1) children with disabilities demonstrate low levels of achievement in reading; 2) children with disabilities have low levels of participation in statewide assessments and those who participate demonstrate poor performance in assessments; 3) teacher attrition in general and special education remains high and is growing; and 4) teachers are in great need of strategies for differentiating instruction, increasing participation in assessment, and teaching reading. The partnerships carrying out the work will involve the Oregon Department of Education, five campuses of the Oregon University System (the University of Oregon, Portland State University, Eastern Oregon University, Western Oregon University, and Southern Oregon University), five education service districts, local school districts, and the Coalition in Oregon for Parent Education.

Products: This project will improve the identification and diagnosis of reading difficulties in students with disabilities, improve reading instruction, include greater numbers of these students in the Oregon Statewide Assessment System, and support recruitment and retention efforts statewide.

Grant Number: H323A010015

Maine State Improvement Plan

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Ending Date: 7/31/06

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Purpose: Like many states, Maine is currently addressing educational reform, focused on "The Learning Results," among the highest standards in the nation. This State Improvement Grant will fully integrate special education personnel, services, and students with disabilities and their families into Maine's systemic efforts.

Method: The project will carry out the following activities: 1) improve the participation and performance of students with disabilities in Maine's Learning Results; 2) increase parent education, support, satisfaction, and involvement in Maine's initiatives at the local, district, regional, and state levels; 3) improve Maine's system of recruitment, retention, and certification of special education personnel; 4) improve the ongoing professional development of parents and educators; and 5) build the capacity of Maine's educational accountability system to address state performance goals and indicators. Professional development activities will be delivered through regional partnerships involving the Maine Department of Education, school districts, inservice providers and institution of higher education.

Products: As a result of this project, increasing numbers of students with disabilities will: 1) meet the Learning Results; 2) graduate from high school; and 3) enter postsecondary education and employment. More families with children with disabilities will be actively involved in their children's education and in professional development activities. The quality of Maine's educational personnel will improve. Maine's educational accountability system will improve its collection, analysis, and use of data at school, district, and state levels.

Grant Number: H323A010017

New York State Improvement Grant

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Beginning Date: 8/01/01
Ending Date: 7/31/06

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Purpose: New York's State Improvement Grant (SIG) will address the need to: 1) reduce the performance gap in educational achievement between general education and special education students in high-need and low-need districts; and 2) reduce or eliminate the disproportionality of language and ethnic minority students in classification and placement practices.

Method: In those cases where both low performance and disproportionality occur, there is a likelihood that the root causes on both are the same. They include the lack of parental involvement and effective home-school collaboration models; poor use of local data to analyze needs and develop appropriate goals/benchmarks; inadequate district and building policy for teaching reading and math; inappropriate evaluation tools, techniques, and interpretation of results of language and ethnic minority students; inadequate prereferral strategies; inadequate coordination of mental health programs including behavioral interventions and strength-based planning; inadequate IEP development; and a high turnover rate of teachers and leadership personnel. To effect systems change, three SIG teams consisting of four professionals each will be established statewide to provide ongoing regional training on specific topics associated with low performance and disproportionality. Targeted districts and schools in need of improvement will receive intensive (up to 20 days per district) on-site, job-embedded training from SIG teams tailored to the unique goals and expected outcomes of each district/school. Three cohorts of approximately 45 school districts each, including all major urban areas, will receive funding for two-year cycles to participate in the project. These districts have over 50 percent of the students with disabilities in the state.

Products: Targeted districts will provide personnel development programs based on a comprehensive district planning process for both general education and special education, which will include a personnel development plan for all paraprofessional and professional staff in the district. Targeted districts will develop and implement comprehensive plans in partnership with institutions of higher education, parent information and training centers, and other state agencies involved with the education of students with disabilities. Faculty of institutions of higher education with teacher training programs will also be provided with training on topics associated with root causes of disproportionate representation and low achievement, for inclusion in teacher training programs.

Grant Number: H323A010019

Louisiana's State Improvement Grant (LaSIG)

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Beginning Date: 8/01/01
Ending Date: 7/31/06

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Purpose: This project seeks three broad outcomes in participating schools and districts: 1) increase the number and quality of general and special education teachers, related service personnel, administrators and other staff; 2) increase the access to and participation of children and youth with disabilities and their families in appropriate and effective special education services and supports; and 3) increase and improve the learning results of children and youth with disabilities.

Method: With local and state partners, the project will address these outcomes through seven targeted objectives that: 1) align and coordinate all current Professional Development offerings; 2) support local schools in targeted districts to design, implement, and evaluate local agendas of school improvement that blend general and special education reform initiatives; 3) improve the technology infrastructure available to districts/schools; 4) create initial teacher education programs that integrate the preparation of general and special educators; 5) improve literacy and numeracy offerings and outcomes for students with disabilities in targeted districts; 6) decrease the overrepresentation of minority students in special education; and 7) improve family/school linkages in general and special education.

Products: The value added by LaSIG will be the expansion of many current initiatives to more completely address the needs of students with disabilities and their families as well as specific critical issues not currently being addressed (e.g., improved access and participation of families; overrepresentation of minority students in special education).

Grant Number: H323A020001

Arizona State Improvement Grant Designed to Increase Student Achievement

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Beginning Date: 6/01/02
Ending Date: 5/31/07

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Purpose: The systemic problems impacting the performance of students with disabilities in Arizona can be summarized as: 1) inadequate numbers of teaching and related services personnel to fill increasing numbers of classrooms; 2) low programmatic compliance in charter school programs; and 3) insufficient use of practices that use scientifically based, validated research to raise academic performance in reading. This project will address these critical needs.

Method: This five-year project has three major goals: 1) reduce teacher turnover and increase the number of fully certified teachers; 2) improve programmatic compliance and effectiveness in charter schools; 3) improve early literacy and reading skills for children and youth with disabilities. These goals will be achieved using a variety of scientifically based, validated research training strategies selected to address the identified needs. The project will accomplish the following: 1) develop and enhance aggressive recruitment strategies to increase certified personnel; 2) implement high school career exploration programs promoting special education careers; 3) conduct cultural orientation training for newly hired teachers trained outside Arizona; 4) expand new allied health field-based training programs for related services personnel; 5) provide tuition incentives to preservice students and teachers holding emergency certification to complete degrees and become fully certified in special education; and 6) provide rewards for teachers who achieve full certification two years after initial receipt of an emergency certificate and who agree to stay two additional years. The project will also provide tuition and stipends for Associate of Arts paraprofessionals to attain full certification, will implement beginning teacher induction programs, and will use mentoring and coaching strategies to support teachers and reduce turnover.

Products: These project goals will be accomplished in five years: 1) fully certified special education teachers will fill nearly 100 percent of the positions; 2) charter schools will have 95 percent of the special education teaching staff fully certified and their level of compliance will be equal to that of traditional schools; and 3) the performance on statewide reading assessment of 70 percent of students with mild to moderate disabilities will have improved.

Grant Number: H323A020005

South Carolina State Improvement Grant

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Beginning Date: 11/01/02
Ending Date: 10/31/07

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Purpose: This project will foster and sustain systemic reform in South Carolina's public schools by developing, implementing, evaluating, and refining a statewide educational model that results in improved educational outcomes for all students in South Carolina.

Method: The project will carry out the following activities: 1) create a comprehensive statewide system to identify students who are at risk for the development of reading and behavior problems; 2) increase the reading achievement levels and prosocial behaviors of all students; 3) develop and implement programs to address the reading and behavioral problems of children and youth who are identified as at risk for developing serious reading and behavior problems or who have developed serious reading and behavior problems; 4) implement a professional development system that fosters the adoption of research-based educational practices and ensures that these practices are used and sustained; and 5) decrease the percentage of South Carolina's students who are in special education, specifically focusing on the overrepresentation of students who are from racial and ethnic minorities.

Products: The project will link assessment, research-based practices, and data-based progress monitoring into a coherent, conceptual framework and implement it in South Carolina's schools. The model emphasizes prevention and ultimately will be implemented statewide through technical assistance and professional development. The project will enhance the state's capacity to provide early intervention and research-based instruction to young children at risk of developing serious reading and behavioral problems and to children whose problems are already serious.

Grant Number: H323A020006

Project PROMISES—Producing Results and Outcomes through Meaningful Improvement of Special Education Systems

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Beginning Date: 11/01/02
Ending Date: 10/31/07

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Purpose: This project will work toward achieving the high standards expected of all Nevada learners by ensuring that students with disabilities receive research-based supports and interventions (e.g., reading, behavior) as well as appropriate accommodations and modifications in instruction and assessment settings. Integrated supports (including transition planning) will be put into place to enable students to achieve academic and social gains. Additionally, personnel shortages and training needs will be addressed for students to have access to high quality teachers.

Method: The design of Project PROMISES is consistent with the Nevada state legislative mandate for an integrated regional network of professional development to provide training in state content standards. This configuration supports state values and forms the framework for reaching the goals of PROMISES: 1) improve special education student performance and achievement through grants, training, information, and partnerships; 2) increase parent representation and contribution to policy and procedure developments across system levels; and 3) improve recruitment and retention for general and special education teachers, administrators, and related service providers in order to increase teaching quality.

Products: Project PROMISES will expand the state's professional development to strengthen outcomes for special education students by ensuring that necessary expertise is in place at local, regional, and state levels to provide training and technical assistance that enables staff and family members to make quality accommodations and supports in instruction and assessment. Regional trainers will receive additional support to collaborate with educators and parents, and will work in partnership with schools in assigned districts to provide training.

Grant Number: H323A020008

Wisconsin State Improvement Grant — Improving Results for Children with Disabilities

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Beginning Date: 11/01/02
Ending Date: 10/31/07

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Purpose: This project will assist the Wisconsin Department of Instruction and its partners with reforming and improving state systems providing early intervention, education, and transition services, including their systems for professional development, technical assistance, and dissemination of knowledge about best practices.

Method: Wisconsin's State Improvement Grant will build on the State Improvement Plan for Children with Disabilities, and through a unified systems change model will accomplish the following: 1) improve the quality of outcomes for young children with disabilities through system-level partnerships and collaboration among families, early intervention, childcare, Head Start, and school-based early childhood staff and programs; 2) assist school-age children to successfully meet challenging academic and behavior standards, by improving the quality of educational services and collaboration among professionals and parents; and 3) improve and enhance postsecondary education and employment for students with disabilities through intensive professional development, transition interventions, and statewide collaboration among parents, educational institutions, and other service agencies.

Products: This project will achieve the following student outcomes over the five-year period: 1) young children with disabilities, birth to 5 years old, will receive special education and related services from well-trained

personnel in a rich array of appropriate natural environments to reach their full potential and developmental milestones; 2) all students, including students with disabilities, will meet high standards for academic performance in reading, math, and personal behavior; and 3) students with disabilities, ages 14 and older, will develop critical skills and access opportunities that will enable them to become independent, productive, and included citizens in society.

Grant Number: H323A020010

Rhode Island State Improvement Plan for Special Education: Leading and Supporting Schools and Communities

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Beginning Date: 11/01/02
Ending Date: 10/31/07

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Purpose: This project has been developed in response to the following needs identified in Rhode Island's Self Study phase and Improvement Planning phase of the Continuous Improvement Monitoring Process (CIMP): 1) there is not a sufficient number of qualified teachers and paraprofessionals to provide effective instruction for children with disabilities in the general education curriculum; 2) there are 20 local school districts in Rhode Island that have been identified as having "low-performing, not improving" schools; and 3) there is a lack of leaders who have the knowledge and strategies needed to facilitate increased participation and performance in the general curriculum.

Method: This project will target the "low-performing, not improving" schools to expand the capacity of the staff to provide increased opportunities to participate in the general education curriculum and effective instructional strategies that will improve the performance of students with disabilities. The project will accomplish the following: 1) ensure that all students with disabilities are taught by highly qualified teachers; 2) expand the opportunities available to children with disabilities to participate in the general education curriculum and to improve the performance of these children on state assessments and other outcome measures; and 3) develop and inform educational leaders who will facilitate the participation and progress of children with disabilities in the general education curriculum.

Products: Systems change will be evidenced in: 1) the existence of alternative approaches for recruiting and preparing personnel; 2) the existence of an increased number of personnel who can effectively educate children with disabilities in the general curriculum; 3) increased capacity of the 60 lowest-achieving schools in the state (and other schools) to educate children with disabilities in the general education curriculum; 4) an increase in the participation of children with disabilities in the general curriculum and in the performance of these children on state assessments and other outcome measures; and 5) increased capacity of local leaders to develop and support policies and practices that will facilitate changes in how Rhode Island schools educate children with disabilities.

Grant Number: H323A020012

Delaware State Improvement Grant

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Beginning Date: 9/01/02
Ending Date: 8/31/03

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Purpose: The five-year project has two major goals: 1) through the use of trained teachers and the implementation of scientifically based research regarding the teaching of early literacy and reading skills, preschool, grade K-3, and grade 4-12 students with disabilities will make significant reading gains over their baseline (entry level) scores, or against comparable control groups; 2) through the provision of supports, accommodations, and differentiated instructional strategies, all students with mild and moderate disabilities will gain access to and progress in the general curriculum.

Method: Major project strategies to be employed include: 1) literacy/reading training modules that include teaching skills, assessment, and effective instruction will be adapted and developed; 2) the modules will be used to train special education teachers and early childhood providers on scientifically based literacy/reading teaching strategies, implement the training, and gather pre/post curriculum-based assessment samples; 3) after gaining experience using the strategies, teachers will receive a second level of training focusing on analysis of child assessment data and learning activities; 4) a third level of training will be given later to expand knowledge of scientifically based pre-literacy/literacy skill development and parent/family involvement; and 5) the training team will provide ongoing support, training, and coaching for teachers; institutions of higher education (IHEs) will provide ongoing support, training, and coaching for teachers; and IHEs will provide weekly telecasts and coursework. To facilitate access to the general curriculum, three Master Teachers will review all available universal design research and effective techniques; facilitate the implementation of pilot universal design efforts in two curriculum areas in three school districts to expand access to the general education curriculum; and train key school personnel and help develop and implement a three-year plan using universally designed curriculum in the districts.

Products: Through the use of these strategies, Delaware will provide system change and impact the areas of need. Project goals anticipate: 1) a larger percentage of special education students will pass the reading part of the statewide assessment; 2) the percent of special education students successfully included within general education classrooms for at least 80% of the day will increase to the national average or above; and 3) the number of special education students returning to general education and graduating with a diploma will increase and the number dropping out will decrease.

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